



**Child Protection
POLICY 2026-2027**
Including
Children in Care and Online Safety

CHILD PROTECTION POLICY

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What to do if you have a welfare concern in Hillview School for Girls

Why are you concerned?

For example

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

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

Follow the school procedure

- Reassure the child
- Clarify concerns, using open questions if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
- Use child's own words, record facts not opinions.
- Sign and date your records on CPOMS
- Seek support for yourself if required from DSL (Mrs R Edwins, Deputy Headteacher)

Inform the Designated Safeguarding Team (Mrs R Edwins, Mrs T Boswell, Mrs H Smith, Mr P Ryder, Mrs H Dunn, Miss S Rukin) (The View – Mrs T Copeland, Ms F Smith)

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. Internal or community services, Family Help, Early Help, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor (03301 65 14 40) or Local Authority Social Worker at the Front Door.

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow whistleblowing procedures

Learners and Parents:

- Follow school complaints procedures, available on the school website.

Record decision making and action taken in the learner's child protection file

Monitor

Be clear about:

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

Review and request further support if necessary

At all stages, the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

Policy

1.1 Introduction

- Hillview School for Girls recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, trustees, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Hillview School for Girls believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Staff working with children at Hillview School for Girls will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- Hillview School for Girls recognises the importance of providing an ethos and environment within the school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.
- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support**
 - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- The procedures contained in this policy apply to all staff (including trustees, temporary or third-party 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 Acts 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 2024 (WTSC)
 - Ofsted: Education Inspection Framework' 2021
 - Framework for the Assessment of Children in Need and their Families 2000
 - Kent and Medway Safeguarding Children Procedures
 - Early Years and Foundation Stage Framework 2021 (EYFS)
- The Education Act 2002 Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children 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.

1.3 Definition of Safeguarding

- In line with KCSIE 2026, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment
 - preventing impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
 - taking action to enable all children to have the best outcomes.
- Hillview School for Girls acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)
 - Contextual safeguarding (risks outside the family home)
 - County lines and gangs
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - self-generated intimate images and/or videos including those generated using AI e.g. deepfakes Online safety
 - Child on Child abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious violence
 - Sexual violence and sexual harassment
 - So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
 - Upskirting

1.4 Related Safeguarding Policies

- This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
 - Behaviour Management
 - ICT
 - Data Protection
 - PSHEE (including RSE)
 - SEN
 - Health & Safety
 - Attendance
 - Educational Visits
 - Fairness at Work
 - Recruitment, Selection and DBS

1.5 Policy Compliance, Monitoring and Review

- Hillview School For Girls will review this policy 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 staff will be provided with a copy of this policy and Part One and/or Annex A of KCSIE 2026 as appropriate. Copies of which are in the staffroom and or on CPOMS.
- Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website.
- The policy forms part of our school development plan and will be reviewed annually by the trustees and leadership who have responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and headteacher will ensure regular reporting on safeguarding activity and systems to the trustees. The trustees will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

Appendix 1

2. Key Responsibilities

2.1 Governance and Leadership

- The trustees and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.
- The trustees have regard to the KCSIE 2026 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The school has a nominated trustee for safeguarding. The nominated trustee will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.
- The trustees and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The Deputy Headteacher and DSL will ensure that our child protection and safeguarding policies and procedures adopted by the trustees, are understood, and followed by all staff.

2.2 Designated Safeguarding Lead (DSL)

- The school has appointed Rebecca Edwins, Deputy Headteacher, a member of the senior leadership team as the Designated Safeguarding Lead (DSL).
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in school. 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.
- In the absence of the DSL, to ensure continuity of safeguarding, cover arrangements will be implemented for period of absence due to illness, leave or other circumstances, including email notification to redirect urgent concerns.
- The school has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.
 - Tracey Boswell, Child Protection and Attendance
 - Holly Smith, Assistant Headteacher
 - Paul Ryder , Assistant Headteacher
 - Stephanie Rukin, Assistant Headteacher
 - Hollie Dunn, Assistant Headteacher

The View @ East Street

- Teresa Copeland, Centre Leader
- Felicity Smith, Student Support Manager & DSL
- It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE 2026. This includes but is not limited to:
 - Acting as the central contact point for all staff to discuss any safeguarding concerns
 - Maintaining a confidential recording system for safeguarding and child protection

concerns

- Coordinating safeguarding action for individual children
- When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)

- Liaising with other agencies and professionals in line with KCSIE 2026 and WTSC 2018
 - Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP), including referrals, are followed, as necessary.
 - Representing, or ensure the school/ is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
 - Managing and monitoring the school role in any multi-agency plan for a child.
 - Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
 - Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
 - Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
 - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
 - Informing the headteacher of any significant safeguarding issues.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

2.3 Members of Staff

- All members of staff have a responsibility to:
 - Provide a safe environment in which children can learn.
 - Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
 - Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
 - Be able to identify and act upon indicators that children are, or at risk of, developing mental health issues.
 - Be prepared to identify children who may benefit from Family Help and Early Help.
 - Understand the early help process and their role in it.
 - Understand the school safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - Know how to maintain an appropriate level of confidentiality.
 - Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
 - Recognise that children may not be ready or know how to tell someone they are being abused.

2.4 Children and Young People

- Children and young people (learners) have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

2.5 Parents and Carers

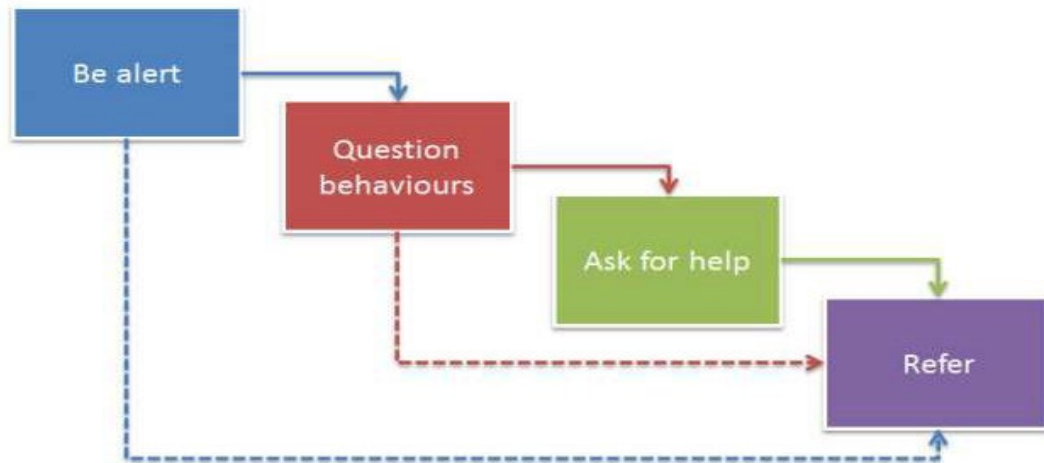
- Parents/carers have a responsibility to:
 - Understand and adhere to the relevant school policies and procedures.
 - Talk to their children about safeguarding issues with their children and support the school in their safeguarding duties.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from the school or other agencies.

3. Child Protection Procedures

3.1 Recognising Indicators of Abuse and Neglect

- All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2026. This is outlined locally within the [Kent Support Levels Guidance](#).
- Hillview School For Girls recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- Hillview School For Girls recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. What appears to be worrying behavior for a younger child might be normal for an older child, although because children develop and mature at different rates, age is not the only factor. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused, however, all concerns should be taken seriously and will be explored by the DSL team on a case-by-case basis.
- Hillview School For Girls recognises abuse, neglect, 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, therefore staff will always be vigilant and always raise concerns with a DSL.
- Parental behaviors can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviors; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviors can be associated with factors and risks outside the School. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and County Lines.
- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.

- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



['What to do if you are worried a child is being abused'](#) 2015

- In all cases, if staff are unsure, they will always speak to the DSL team.
- Hillview School For Girls recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- If deemed necessary by the headteacher or by staff authorised by the headteacher following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the Behaviour Policy.

3.2 Responding to Child Protection Concerns

- If staff are made aware of a child protection concern, they are expected to:
 - listen carefully to the concern and be non-judgmental.
 - only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED).
 - Ensure they do not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
 - be clear about boundaries and how the report will be progressed.
 - record the concern in line with school record keeping requirements.
 - inform the DSL team, as soon as practically possible.
- The DSL team should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from Education Safeguarding Service. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

Hillview School for Girls will respond to concerns in line with the locally agreed multi-agency procedures put in place by Kent Safeguarding Children Multi- Agency Partnership procedures (KSCMP).

- The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk
- Specific information and guidance to follow with regards to accessing Family Help, Early Help and Preventative Services and/or Children's Social Work Services as part of Integrated Children's Services (ICS) in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'request for support' will be made immediately to Integrated Children's Services (via the 'Front Door') and/or the police, in line with KSCMP procedures.
 - Hillview School For Girl recognise that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.
 - The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.
 - They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL team in line with guidance provided by KSCMP and ICS. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Where it is identified a child may benefit from Family Help or Early Help support (as provided by ICS) , the DSL team will generally lead as appropriate and make a request for support via the Front Door.
 - The DSL team will keep all early help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.
- Hillview School for Girls is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.

3.3 Recording Concerns

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding system, CPOMS.
- Incident concern forms are kept electronically via CPOMS or secure password protected files. Paper records are stored in a locked cabinet within the pastoral support area.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be submitted by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.

- If there is an immediate safeguarding concern the member of staff will consult with a DSL team before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL team.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL team.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school. Child Protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL team will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

3.4 Multi-Agency Working

- Hillview School for Girls recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership and DSL team will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Hillview School for Girls recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required, such as participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

3.5 Confidentiality and Information Sharing

- Hillview School for Girls recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2026.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2026).
- The headteacher and DSL team will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL team and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

3.6 Complaints

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found 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. Children, young people, 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 Hillview School for Girls will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

4. Specific Safeguarding Issues

- Hillview School for Girls is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One of KCSIE 2026, DSLs, school leaders and staff who work directly with children will read annex B which contains important additional information about specific forms of abuse and safeguarding issues.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in this policy and speak with the DSL team.

4.1 Child on Child Abuse

- All members of staff at Hillview School for Girls recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school and online.
- Hillview School for Girls 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 peers
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Harmful Sexual Behaviour (HSB), including sexual violence and sexual harassment.
 - self-generated intimate images and/or videos including those generated using AI e.g. deepfakes 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

- Hillview School for Girls recognises that even if there are no reported cases of child on child abuse, such abuse is still likely to be taking place.
- All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that some child on child abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- Concerns about learner's behaviour, including child on child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies.
- Hillview School for Girls works to lessen the risk of harm from all forms of child on child abuse through education in PDL lessons, assemblies and mentor time as well as providing a range of support mechanisms through the pastoral team. We recognize that early intervention in inappropriate behaviour, such as misogyny, can help prevent escalation of behaviours.
- Hillview School for Girls wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child on child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by the DSL Team and/or the pastoral team.
- When responding to concerns relating to child on child sexual violence or harassment, Hillview School for Girls will follow the guidance outlined in Part Five of KCSIE 2026 and the DfE 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' guidance.
- Hillview School for Girls recognises Harmful Sexual Behaviour (HSB) including sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of HSB will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
- When there has been a report of HSB, the DSL team will make an immediate initial risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
 - The initial risk and needs assessment will be recorded on the initial CPOMS concern form and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them. Being mindful that a child displaying HSB may have experienced their own abuse and trauma which may need support.
- Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services and/or the Police.
 - The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or school staff, and, any other related issues or wider context.
- If at any stage the DSL Team is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

- **Self-generated intimate images** Hillview School for Girls recognises that self-generated intimate images and/or videos including those generated using AI e.g. deepfakes can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL team.
- When made aware of concerns self-generated intimate images and/or videos including those generated using AI e.g. deepfakes by children, staff are advised to:
 - Report any concerns to the DSL Team immediately.
 - Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
 - Not delete the imagery or ask the child to delete it.
 - Not say or do anything to blame or shame any children involved.
 - Explain to child(ren) involved that they will report the issue to the DSL team and reassure them that they will receive appropriate support and help.
- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) and the local [KSCMP](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
 - the DSL team will make an initial review to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
 - parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
 - All decisions and action taken will be recorded in line with our child protection procedures.
 - a referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
 - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
 - The DSL team may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
 - If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

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

- Hillview School for Girls recognises that CSE and CCE are forms of abuse that occur where an individual, group or organized gang network takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking and modern slavery) for the purpose of exploitation.
- It is not possible for a child to give informed consent to engage in criminal or other exploitative activity and victims may be criminalized for actions taken whilst under coercion. This remains a significant concern and therefore this should always be raised as a safeguarding concern.
- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL team.

4.3 Serious Violence

- All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. As well as physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.
 - Staff recognize that children may be at higher risk around the beginning and end of the school day.
 - Staff should report any concerns about a child carrying a weapon to the DSL team, immediately.
 - The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

The school will implement early, evidence-based support for those considered at risk, as well as in 'teachable moments' when issues emerge.

4.4 So-called honour based abuse

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with this policy. Staff will report any concerns about HBA to the DSL Team.
- Whilst all staff will speak to the DSL Team with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.
 - If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

4.5 Preventing radicalisation

- Hillview School for Girls is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the [specific obligations](#) placed upon us as an

education provider regarding risk assessments, working in partnership, staff training, and IT policies.

- Hillview School for Girls recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the [local procedures](#) to follow.

4.6 Cybercrime

- Hillview School for Girls recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to accessing local support and/or referring into the [Cyber Choices](#) programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

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

5. Supporting Children Potentially at Greater Risk of Harm

- Whilst all children should be protected, some groups of children are potentially more vulnerable to harm.

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

- Hillview School for Girls acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Hillview School for Girls recognises that children with SEND may face additional communication barriers and experience difficulties in understanding, managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to explore appropriately possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying. They may have issues over cognitive understanding, for example being unable to understand the difference between fact and fiction in online content. This may lead to behaviours or content being repeated in school without realisation of the consequences of doing so.
- To address these additional challenges, our school will consider implementing extra pastoral support and attention for children with SEND. The DSL team will work closely with the SENDco (Katie Jefferson) to plan support as required.

5.2 Children Requiring Mental Health Support

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Staff should recognize warning signs of possible mental health concerns including significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they usually like, and physical signs of self-harm or neglecting
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by reporting to the DSL Team. In exceptional circumstances, when a child is in danger, it may be necessary to call 111, 999 or take the child to Accident and Emergency.

5.3 Children Missing from Education

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
- Where Hillview School for Girls has concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the [PRU, Inclusion and Attendance Service \(PIAS\)](#).

5.4 Elective Home Education

- Where a parent/carers expresses their intention to remove a child from school with a view to educating at home, we will respond in line with [National Elective Home Education guidance](#) and local [Kent guidance](#) and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interests of the child.

5.5 Children who need a Social Worker

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

5.6 Children who are Young Carers

- Staff recognise that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.
- Early identification of students who are Young Carers, through transitions and communication with parents, will help ensure they are able to receive the right support at the right time through appropriate services.

5.7 Children who are questioning their Gender

- It is common for children to engage in activities less typically associated with their sex, and questioning gender is common
- The school should not initiate any action regarding social transitioning but will work with

parents and children who have made a request to comply with the safeguarding legislation and equality law, ensuring discrimination assessment is informed by evaluation of the child's welfare and best interests.

- When discussing requests, it will be made clear that students will not have access to opposite-sex facilities.
- Support will also be provided to students who wish to detransition.

6. Staff Engagement and Expectations

6.1 Awareness, Induction and Training

- All members of staff have access to a copy of part one of 'Keeping Children Safe in Education' 2026 which covers safeguarding information for staff. All members of staff must confirm that they have read and understood the national guidance shared with them via CPOMS.
- The DSL will ensure that all new staff receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction. This may be done via leaflet, in-person training or e-learning.

- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.
- Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be done via staff meetings, emails and/or bulletins.
- Staff are able to contribute to and shape school safeguarding arrangements and child protection policies via the staff forum.
- Although the school has a nominated lead for the trustees, all trustees will access appropriate safeguarding training which covers their specific strategic responsibilities.

6.2 Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the code of conduct.
- Staff must have read the child protection policy and be aware of the school expectations regarding safe and professional practice via the staff code of conduct.
- Staff will be made aware of the school behaviour policy. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies.

6.3 Supervision and Support

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

7. Safer Recruitment and Allegations

7.1 Safer Recruitment and Safeguarding Checks

- Hillview School for Girls is committed to ensuring that it develops a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
 - Hillview School for Girls will follow relevant guidance in Keeping Children Safe in Education 2026 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)
 - The leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.
 - The leadership team will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- Hillview School for Girls is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.
- Where the school places a learners with an alternative provision provider, the school will continue to be responsible for the safeguarding of that child.
 - The school will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

7.2 Allegations/concerns raised in relation to teachers, including supply teachers, trainee teachers, other staff, volunteers and contractors

- The School will respond to allegations in line with the [local Kent allegations arrangements](#) and Part Four of KCSIE 2026.
- Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.
- Where the headteacher and/or DSL are unsure how to respond, for example if the school is unsure if a concern meet the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO), Enquiry Line and/or the Education Safeguarding Service.

7.2.1 Concerns that meet the 'harm threshold'

- Hillview School for Girls recognises that it is possible for any member of staff, including volunteers, trustees, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has
 - behaved in a way that has harmed a child, or may have harmed a child and/or
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - 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 referred immediately to the headteacher and/or DSL who will contact the [LADO](#) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of trustees who will contact the LADO.

7.2.2 Concerns that do not meet the 'harm threshold'

- Hillview School for Girls may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.
- Where low-level concerns are reported to the school, the headteacher or DSL may choose to share or liaise with the LADO enquiries officer via the [LADO Enquiry Line](#). Concerns regarding supply staff and contractors will be shared with their employer.
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school will implement appropriate action, for example consulting with [the LADO enquiry line](#) and following our disciplinary procedures.

7.2.3 Safe Culture

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

8. Opportunities to teach safeguarding

- Hillview School for Girls will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Personal Development Learning (including RSE), computing, Assemblies and Mentor Time.
- Staff delivering our PDL curriculum are aware that sensitive topics may lead to increased safeguarding disclosures. All staff teaching this subject have received training on how to handle disclosures.
- We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- Hillview School for Girls recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- Our school systems support children to talk to a range of staff, both in person and through online reporting. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

9. Physical Safety

9.1 Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our behaviour policy.

9.2 Site Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school. Visitors will be expected to sign in and out via the office visitor's log and to display a visitor's badge whilst on site.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

9.3 School Premises

- Students will not be allowed into toilets designated for the opposite biological sex.
- Should a child not want to use the toilet designated for their biological sex they are able to use the gender neutral toilets found in the GT Building, the toilet in Learning Support or any disabled toilet

(which are all gender neutral).

- Changing rooms are only to be accessed by the students of the biological sex that the room is designated to.
- Should a child not want to change in the room designated for their sex, they are able to use a toilet cubicle as an alternative.

Appendix 2

Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Hillview School for Girls will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Hillview School for Girls will ensure online safety is reflected as required in all relevant policies. 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.
- Hillview School for Girls 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, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - Contact: being subjected to harmful online interaction with other users. For example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, including those generated by AI), sharing other explicit images and online bullying.
 - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Hillview School for Girls recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out a regular review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.
- The headteacher and named trustee for safeguarding will be informed of online safety concerns by the DSL, as appropriate.

9.3 Policies and Procedures

- The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT technicians, curriculum leads etc. as necessary.
- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our behaviour policy.
 - 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.
- Hillview School for Girls uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- Hillview School for Girls recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2026 . Hillview School for Girls has appropriate mobile policies in place, which are shared

and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in the following policies:

- ICT (incl. e-safety and BYOD)
- Data Protection (incl. Access to students' records, photographic images, confidentiality and FOI)
- Behaviour (incl. Home/School Agreement, anti-bullying, Theft or Loss and Mobile Phones)

9.4 Appropriate Filtering and Monitoring

- Hillview School for Girls will do all we reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
 - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
 - When implementing appropriate filtering and monitoring, Hillview School for Girls will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Hillview School for Girls acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices; where concerns are identified appropriate action will be taken.
- The Trustees and DSL ensure that filtering and monitoring systems are in place and that they are reviewed at least annually. The leadership team works with our ICT staff to ensure filtering does not lead to unreasonable restrictions on educational content. Staff are aware how to escalate any concerns identified, using the usual safeguarding procedures.
- Generative AI tools accessed via the school network will be subject to the same filtering and monitoring tools.

9.5 Information Security and Access Management

- Hillview School for Girls is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in the ICT policy.
- Hillview School for Girls will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

9.6 Staff Training

- Hillview School for Girls will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. This training includes information and expectations around the use of AI and its related risks.

9.7 Educating Learners

- Hillview School for Girls will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively, including the use of AI, as part of providing a broad and balanced curriculum.

9.8 Working with Parents/Carers

- Hillview School for Girls will build a partnership approach to online safety and will support parents/carers to become aware of and alert to the potential online benefits and risks for children by providing information through existing communication channels.

Appendix 3

Children in Care (CiC) Procedures

10.1 Hillview School for Girls' approach to supporting the educational achievement of CIC is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and well-being.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

10.2 The trustees of Hillview School for Girls are committed to providing quality education for all students and will:

- Ensure a Designated Teacher for CIC is identified and enabled to carry out the responsibilities set out below
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every child that is looked after, in line with Kent's guidance on Personal Education Plans.
- Identify a trustee as Designated Trustee for CIC (Mrs Gayle Levy)

Responsibility of the Headteacher

10.3 Identify a Designated Teacher for CIC, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.

10.4 Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CIC and take action where progress, conduct or attendance is below expectations.

10.5 Report on the progress, attendance and conduct of CIC.

10.6 Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of the Trustees

10.7 Identify a nominated Trustee for CIC.

10.8 Ensure that all Trustees are fully aware of the legal requirements and guidance on the education of CIC.

10.9 Ensure the school has an overview of the needs and progress of CIC.

10.10 Allocate resources to meet the needs of CIC.

10.11 Ensure the school's other policies and procedures support their needs.

The Trustees will:

10.12 Monitor the academic progress of CIC, through an annual report (see below).

10.13 Ensure that CIC are given top priority when applying for places in accordance with the school's oversubscription criteria.

10.14 Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure CIC achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.

10.15 Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.

10.16 Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of CIC are recognised and met.

10.17 Receive a report once a year setting out:

- The number of looked-after students on the school's roll (if any).
- Their attendance, as a discreet group, compared to other students.
- CIC KS2 scores, GCSE results, and other qualifications achieved, as a discreet group, compared to other students.
- The number of fixed term and permanent exclusions (if any).
- The destinations of students who leave the school.

10.18 The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the students concerned.

The Role of the Designated Teacher

10.19 Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen [who] should be an advocate for CIC, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

10.20 Trustees should be aware that all schools are required to have a designated teacher for CIC. It is strongly recommended that this person should be a member of the Senior Leadership Team. Trustees should also be aware that OFSTED will focus on CIC, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

The Designated Teacher will:

10.21 Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child’s social worker.

10.22 Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.

10.23 Ensure that each child that is looked after (CIC) has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child’s own wishes. Members of staff who take on this role may need to be supported by someone from the school’s pastoral staff. They should also be alert to any child protection issues, any disclosures that students may make, and know what action to take. They should link closely therefore with the school’s DSL.

10.24 Track academic progress and target support appropriately.

10.25 Co-ordinate any support for the CIC that is necessary within school.

10.26 Ensure confidentiality for individual students, sharing personal information on a need to know basis.

10.27 Encourage CIC to join in extra-curricular activities and out of school learning.

10.28 Ensure, as far as possible, attendance at planning and review meetings.
Act as an advisor to staff and Trustees, raising their awareness of the needs of CIC.

10.29 Set up timely meetings with relevant parties where the student is experiencing difficulties in school or is at risk of exclusion.

10.30 Ensure the speedy transfer of information between individuals, agencies and - if the student changes school - to a new school.

10.31 Be pro-active in supporting transition and planning when moving to a new phase in education

10.32 .Track academic progress and target support appropriately.

10.33 Promote inclusion in all areas of school life.

10.34 Actively monitor and prevent bullying in school by raising awareness through the school’s anti-bullying policy.

10.35 Ensure that the audit on attendance and numbers is returned to the CIC Education Adviser every Term.

10.36 Raise awareness in secondary schools that CIC are automatically entitled to an allowance if they go into the sixth form.

All staff will:

10.37 Have high aspirations for the educational and personal achievement of children that are looked after (CIC), as for all students.

10.38 Maintain CIC's confidentiality and ensure they are supported sensitively.

10.39 Respond positively to a student's request to be the named member of staff whom they can talk to when they feel it is necessary.

10.40 Respond promptly to the Designated Teacher's requests for information.

10.41 Work to enable CIC to achieve stability and success within school.

10.42 Promote the self-esteem of all CIC.

10.43 Have an understanding of the key issues that affect the learning of CIC.

10.44 Prevent bullying in line with the School's policy.

Safeguarding CIC

11.1 Hillview School for Girls recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

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

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

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

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

Appendix 4

11 Local Support

All members of staff in Hillview School for Girls are made aware of local support available.

- **Integrated Children's Services**
 - Front door: 03000 411111
 - Out of Hours Number: 03000 419191
- **LADO Service**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
- **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - - Child Centered Policing Team, Toni Matthew.
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126
- **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

Appendix 5

Categories of Abuse

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

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

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

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

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

Signs that MAY INDICATE emotional abuse

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

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

Appendix 6

Support Organisations

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

Support for Staff

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

Support for Learners

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

Support for Adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

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

Kent Resilience Hub

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

Substance Misuse

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

Domestic Abuse

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

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

Honour Based Abuse

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

Peer on Peer abuse, including bullying, sexual violence and harassment

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

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk

- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

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

Radicalisation and hate

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

Appendix 7

Safeguarding Considerations for Students' Use of Artificial Intelligence (AI)

As artificial intelligence (AI) technologies become increasingly integrated into educational tools, online platforms, and everyday digital interactions, it is essential to recognise and address the potential safeguarding concerns that may arise from students' use of AI.

Potential Concerns (not an exhaustive list):

- **Exposure to Inappropriate Content:** AI-powered platforms may inadvertently generate or recommend content that is not age-appropriate.
- **Data Privacy and Security:** Children may unknowingly share personal information with AI systems, risking data misuse or breaches.
- **Misinformation and Bias:** AI tools may provide inaccurate or biased information, which could mislead or confuse young users.
- **Manipulation and Exploitation:** AI-driven chatbots or avatars could be used to manipulate, groom, or exploit children, especially in unsupervised environments.
- **Mental Health and Wellbeing:** Prolonged or unsupervised use of AI tools may impact children's emotional wellbeing, self-esteem, or social development.
- **Dependency and Reduced Critical Thinking:** Overreliance on AI for learning or decision-making may hinder the development of independent thinking and problem-solving skills.
- **Contact with generative AI applications that simulate harmful online interaction.**

Safeguarding Response: Any concerns or incidents involving students' use of AI will be addressed in line with our existing safeguarding policies and procedures. This includes:

- Educating students around the safe use of AI to support them in safeguarding themselves
- Key staff to receive ongoing CPL in this area as AI continues to develop
- Key staff to have viewed the 'Guidance on using Generative AI safely and effectively', Module 3 on identifying and mitigating key risks.
- Reporting concerns to the Safeguarding Team via CPOMS
- Engaging with parents/carers, where appropriate
- Liaising with external agencies if necessary

HILLVIEW SCHOOL FOR GIRLS CHILD PROTECTION POLICY

Compiled by: Rebecca Edwins, Deputy Headteacher

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