



FARRINGTONS SCHOOL

FARRINGTONS SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY (including EYFS)

Author/Role	Keith Jones
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Links to other policies	Staff Behaviour Policy / Code of Conduct, Safer Recruitment Policy, Whistleblowing Policy, Behaviour Management Policy, Anti-Bullying Policy, Attendance Policy, Special Educational Needs (SEN) and Inclusion Policies, Health and Safety Policy, Online Safety Policy, Educational Visits and Trips Policy, Information Sharing Policy
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Who will the policy be distributed to?	Y/N
All staff/ volunteers	Y
Governing Body	Y
Parents on request	Y
Published on School website	Y
ISI requirement to be available on request	Y
ISI requirement to be on the school website	Y
Parent Portal	Y
Staff Hub	Y
ISI Portal	Y
Limited internal use only (state who the recipients are)	N

NB- This policy is a 'live' document and will be updated when deemed necessary e.g. when statutory guidance is released.

Farringtons School is absolutely committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

What to do if you have a welfare concern at Farringtons

Why are you concerned?

- For Example
- 1. Something a child has said e.g., allegation of harm
- 2. Child's appearance - may include unexplained marks as well as clothing
- 3. Behaviour Change
- 4. Witnessed concerning behaviour

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

- Follow the School's procedure
- 1. Reassure the child
- 2. Clarify concerns using open questions if necessary
- 3. Report on MyConcern - use child's own words, record facts not opinions
- 4. Seek support for yourself if required from DSL

Inform the DSL

Designated Safeguarding Lead

Consider whether the child is immediate risk of harm

Access relevant London Children's Services support and procedures

Refer to other agencies as appropriate e.g., LADO, Police

If you are unhappy with the response

Staff

- Follow local escalation procedures
- Follow school/MIST whistleblowing procedures

Pupils & Parents

Follow school complaints procedures available from the school website and the School Office

Record decision making and action taken on MyConcern

Monitor - Be clear about

What are you monitoring e.g., behaviour, trends etc. and How long will you monitor?

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

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Contacts

The DSL for the School site is:

Mr Keith Jones who may be contacted on **020 8467 0395**. Ext: 2017

The DSL takes the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place – Smoothwall)

The school also has Deputy Safeguarding Leads

- Mrs Heidi Harry, Head of Early Years
- Ms Kelly Randall, Head of KS2
- Mrs. Fiona Jackson, Head of Year 7
- Miss. Katherine Ootim, Head of Years 8 and 9
- Miss Antonia Sawyer, Head of Years 10 and 11
- Mr James Williams, Assistant Head Pastoral and Head of Boarding
- Mrs. Sarah Ellis, Head of PSHE
- Mrs Victoria Jackson Head of Sixth Form
- Mrs Kelly Breen FIZ Club manager

Both DSL and DDSs have their roles clearly outlined in Job Descriptions

In the event that all members of the DSL team are absent, e.g., through illness or isolation, contact should be made either with local services directly or with the most senior person on site who will liaise directly with the local services.

The School's Counsellor is: Aalia Sheikh

The school has appointed a Governor with responsibility for Safeguarding and Child Protection

The details for the Chair of Governors are as follows:

Philip Johnstone - pjohnstone@farringtons.kent.sch.uk

MIST, as the proprietor of Farringtons School, has appointed a Trustee with responsibility for safeguarding, Lady Fiona Mynors at fmynors.trustee@methodistschools.org.uk

Other key staff at MIST:

Carolyn Eyre ceyre@methodistschools.org.uk

Matthew Lovett – mlovett@methodistschools.org.uk

The details for the CEO of MIST are as follows:

Henrietta Mbeah-Bankas via email at ceo@methodisteducation.co.uk

The link to the MIST Safeguarding and Child Protection Policy is:

<https://mistschools.org.uk/about-us/policies/safeguarding/>

The details of the Bromley LADO (Local Authority Designated Officer) are as follows:

Gemma Taylor 020 8461 7669 gemma.taylor@bromley.gov.uk

Main Office no in case of emergency: 020 8313 4325

The telephone number of the Children's Social Care departments that most pupils from Farringtons School are resident in are as follows:

Libby Kember, Education Safeguarding Officer

Email: Libby.Kember@bromley.gov.uk Tel: 0208 313 4665

Bromley – 020 8461 7373 – 020 8461 7379 Out of hours: 0300 303 8671

Email – mash@bromley.gov.uk

Other London Children's Services can be found here

<https://www.londonscb.gov.uk/contacts/safeguarding-contacts/>

Ofsted's Whistleblower Hotline 0300 123 3155

The NSPCC Whistleblowing Helpline can be contacted on 0800 028 0285 or via email at help@nspcc.org.uk

The MIST Whistleblowing Policy can be found at:

<https://mistschools.org.uk/about-us/policies/whistleblowing-policy/>

The following telephone numbers may be useful for pupils:

- Bromley Child and Adolescent Mental Health Services (CAMHS): 020 8466 9988 (Phoenix Road) / 020 8315 4430 (Newman Road)
- Bromley Youth Counselling Service (Bromley Y): 020 8464 9033
- Childline 0800 1111
- NSPCC 0808 800 5000
- Ofsted's Whistleblower Hotline 0300 123 3155
- The Children's Commissioner 0800 528 0731 or via email advice.team@childrenscommissioner.gsi.gov.uk
- The NSPCC Whistleblowing Helpline can be contacted on 0800 028 0285 or via email at help@nspcc.org.uk
- UK Council for Child Internet Safety (UKCCIS): Sharing nudes and semi-nudes (website only) [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

Local Police:

School Sergeant A/PS Joe Godwin. Joe.Godwin@met.police.uk.

07769426434

Farringtons School Allocated Officer: PC Lucie Stewart.

Lucie.Stewart@met.police.uk

07769427481

[Email- SNMailbox.SchoolsTeamBromley@met.police.uk](mailto:SNMailbox.SchoolsTeamBromley@met.police.uk)

Bypass (alcohol and substance service) 020 8460 9952 or email: Bromley@kca.org.uk

Officers will deal with non-urgent criminal matters that arise from school and parents where crime reports have been created. Urgent matters will require reporting via 101 or in an emergency 999. Non urgent crime can be reported via the online portal.

Young Minds: 0808 802 5544

CEOP (Child Exploitation and On-Line Protection): 0870 000 3344 (or 999 in an emergency)

Education welfare Service: 0208 313 4152

Education welfare service (Bexley) 020 8303 7777 or email: educationwelfare@bexley.gov.uk

Concerns related to Female Genital Mutilation (FGM) can be made to the following:

See Appendix 4

Teaching and medical staff should contact the Police immediately on 999 or 101 if they discover or are informed that FGM has been carried out on a girl under the age of 18. Unless they have good reason not to, they should also inform the DSL, who will then inform Social Services. Any other member of staff who discovers or is informed that FGM has been carried out should inform the DSL without delay.

Guidance <https://cscp.org.uk/wp-content/uploads/2019/06/FGM-MPS-guidance-for-schools-2013.pdf>

If a member of staff suspects FGM has been carried out or considers a girl is at risk they should follow school safeguarding procedures. They can also raise concerns with regards to FGM to the following:

Project Azure, Metropolitan Police (02071612888) or email: projectazure@met.police.uk

NSPCC Female genital Mutilation (FGM) helpline (0800 0283550)

Dr Comfort Mormoh (MBE) FGM Specialist (020 7188 7188)

Child Focused Approach to Safeguarding

1.1 Introduction

· Farringtons 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, governors, leaders, parents, families, and pupils) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure. Farringtons School will promote an inclusive, anti-discriminatory culture as part of its safeguarding responsibilities.

· Farringtons 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 Farringtons will maintain an attitude of ‘it could happen here’ and will be ‘professionally curious’ 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.

- Farringtons recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children’s wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

- Our core safeguarding principles are:

- i. Prevention: positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- ii. Protection: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- iii. Support for all pupils, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
- iv. 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 and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within Keeping Children Safe in Education (KCSIE) 2026.

- This policy should be read alongside the MIST safeguarding policy available here:

<https://www.methodistschools.org.uk/governance-management/methodist-independent-schools-trust>

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.

- Farringtons’ safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers.

- 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:

- The Education Acts
- Boarding Schools National Minimum Standards – September 2022 (updated 2026)
- Children and Social Work Act 2017
- Children Missing Education (2025)
- DBS Referral Guidance (as may be amended from time to time)
- Disqualification under the Childcare Act 2006 Regulations 2018
- Education (Independent Schools Standards) (England) Regulations 2014 (as amended from time to time)
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium 2022)

- Government Progress Report: Tackling Child Sexual Exploitation – February 2017
- Independent Schools Inspectorate Handbook September 2025 – the regulatory requirements (and as amended)
- Information Commissioner’s Office Data Sharing Code of Practice 2021
- Information sharing duty for safeguarding practitioners September 2026
- Keeping Children Safe in Education September 2026
- Meeting digital and technological standards in schools and colleges 2025
- MIST Safeguarding and Child Protection Policy 2024
- Prevent Duty Guidance, Channel Guidance, and Prevent Departmental Advice, 2023
- Preventing and Tackling Bullying October 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – 2019, updated September 2021
- Safeguarding Vulnerable Groups Act 2006
- Statutory Framework for the Early Years Foundation Stage (EYFS) September 2026
- Teacher misconduct - regulating the teaching profession March 2014 (and related guidance)
- The Children Act 2004
- The Prevent duty: Departmental advice for schools and childminders – 2024
- The use of social media for on-line radicalisation – July 2015
- Use of Reasonable Force in Schools 2025
- UKCIS *Sharing nudes and semi-nudes: advice for education settings working with children and young people* 2024
- What to do if you are worried a Child is being Abused March 2015
- Working Together to Safeguard Children (2026)
- Working together to improve school attendance - August 2024

· The Education (Independent School Standards) (England) Regulations 2014 require the proprietor of a school to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school. 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 and Working Together to Safeguard Children 2026, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether the risk of harm comes from within the child’s family and/or outside (from the wider community), including online
- 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.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children, and
- taking action to enable all children to have the best outcomes.

The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and neglect, well as exploitation.
- Bullying, including cyberbullying
- Child on Child abuse (previously known as Peer-on-Peer abuse)

- Children and the court system
- Children with family members in prison
- Children Absent from Education
- 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 including “teenage relationship abuse”¹
- 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
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment (SVSH)
- So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
- Upskirting²

(For Farringtons School leaders and staff who work directly with children also see Annex A within ‘Keeping Children Safe in Education’ 2026)

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/plans as listed below:

- Annual Safeguarding Improvement Plan
- Behaviour
- Boarders Relationship Policy
- Online Safety
- Anti-Bullying
- Data protection and Information sharing
- Relationship and Sex Education (RSE) and PSHE?
- Health and safety
- Attendance
- Risk assessments (e.g. school trips, use of technology, boarding)

¹ Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

² a criminal offence - typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- Managing allegations against staff
- Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
- Safer Recruitment
- Low Level Concerns
- Whistleblowing (Both Farringtons and MIST)

1.5 Policy Compliance, Monitoring and Review

1.6 This policy has regard to the statutory guidance found within *Keeping Children Safe In Education 2026* and *Working Together to Safeguard Children 2026* which should be read in conjunction with this policy.

- This policy applies to Farringtons School including EYFS. This policy is reviewed and updated annually (as a minimum), it has been authorised by the Governing body of the School who have a strategic leadership responsibility for Farringtons' safeguarding arrangements. The Governors have regard to KCSIE 2026, to ensure that School policies, procedures and training are effective and comply with the law at all times. The Governors' overview and understanding also ensures that they comply with their own safeguarding duties and responsibilities, as appropriate for their role in legislation.
- The Head ensures the policies and procedures, adopted by the Board (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.
- Farringtons Board of Governors receive appropriate safeguarding and child protection including online training at induction which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering [Smoothwall] and monitoring. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in Farringtons are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

· Farringtons will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

· All staff (including temporary staff and volunteers) will be provided with, read and understand this policy (electronically or in hard copy) and Part One. Staff in direct contact with pupils will be asked to read a copy of Annex A. These are readily available on the website and from HR.

· 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: <https://www.farringtons.org.uk/about/school-policies-and-inspections>

· The policy forms part of our Strategic Development and will be reviewed annually, along with the annual Safeguarding Improvement Plan, by the governing body who has responsibility for oversight of safeguarding and child protection systems.

· The Designated Safeguarding Lead and Head will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

2. Key Responsibilities

2.1 Governance and Leadership

· The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.

- The governing body 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 governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required. The Safeguarding Committee meets in the first half of each Term reporting to the Board in the second half of Term.
- The governing body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The Head will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff. MIST Trustees undertake a biennial audit of Farringtons' safeguarding arrangements.
- The governing body will ensure that all staff undergo Safeguarding and child protection training (including online safety which, amongst others, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)
- Staff training in child protection and safeguarding will be integrated and aligned with the whole school approach to safeguarding, taking into account the Teachers' Standards

2.2 Designated Safeguarding Lead (DSL)

- The school has appointed Keith Jones (Deputy Head) and a member of the Senior Management 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 which, amongst other things, includes an understanding of the filtering systems in place) 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 and this responsibility will not be delegated.
- If the DSL is absent, an email is always sent to all staff outlining key procedures and contact numbers. The school also has a dedicated mailbox for safeguarding matters: DSL@farringtons.kent.sch.uk
- The school has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.

- Mrs Fiona Jackson, Head of Year 7
- Miss Katherine Ootim, Head of Years 8 and 9
- Miss Antonia Sawyer, Head of Years 10 and 11
- Miss. Sarah Ellis, Head of PHSE
- Mrs Heidi Harry, Head of Early Years
- Miss Kelly Randal, Head of KS2
- Mr James Williams, Assistant Head Pastoral and Head of Boarding
- Mrs Victoria Jackson, Head of Sixth Form
- Mrs Kelly Breen, FIZ Club manager

· It is the role of the DSL to carry out their functions as identified in Annex B 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 2026
 - Ensuring that locally established procedures as put in place by the relevant London Borough or 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 (both during and out of 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 Head of any significant safeguarding issues.
 - Complete an annual safeguarding audit for Bromley Children's Services
- 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.
 - Where the DSL or the DDSL is also a parent of a pupil in the school, and their child is subject to a safeguarding concern, another DDSL is to take the lead on the matter in order to maintain the independence and objectivity of the DSL role.

2.3 Members of Staff

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of Farringtons, inside and outside of home and online. Exercising **professional curiosity** and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

· 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 (including affluent 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 (formerly called Early Help).

- Understand the Family 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.

2.4 Children and Young People

· Children and young people (pupils) have a right to:

- Feel safe, be listened to – “have a voice” - and have their wishes, feelings and views taken into account.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback e.g., on site-security
- Contribute to the development of school safeguarding and behaviour policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.
- Relationships and Sex Education (RSE)

2.5 Parents and Carers

• Parents/carers have a responsibility to:

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

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 (2026) and Keeping Children Safe in Education 2026. This is outlined locally within the Bromley Thresholds of Need <https://bromleysafeguarding.org/news.php?id=473>

· Farringtons recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

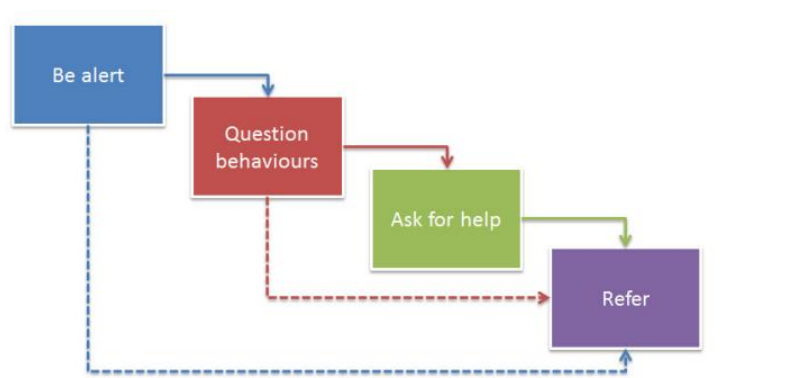
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect (including affluent neglect)

For further information see Appendix 1.

- Farringtons 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. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect

do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

- Farringtons recognises abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.
- Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- 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 behaviours 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 (or deputy).
- Farringtons 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 Head or by staff authorised by the Head 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 school 'Conducting a Search' policy and behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance. The Searching, Screening and Protection Act 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf gives school staff the power to search a pupil or their possessions, even if they are under the age of criminal responsibility, if they believe them to be carrying any article which the school suspects has been or is likely to be used to commit a criminal offence, cause personal injury or damage to the property of any person, or for anything which is linked to a breach of the school rules.

3.2 Responding to Child Protection Concerns

- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- If staff are made aware of a child protection concern, they are expected to:
 - listen carefully to the concern and be non-judgmental.
 - use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED).
 - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
 - be clear about boundaries and how the report will be progressed. Explain that the law is in place to protect children rather than criminalise them; explain in such a way that avoids alarming or distressing them
 - record the concern in line with school record keeping requirements.
 - inform the DSL (or deputy) immediately.

While leading questions should be avoided, it is important that staff understand that they can ask a child directly whether they have been harmed, and the nature of that harm. Staff should seek advice from the DSL / DDSLs if unsure.

Actions where there are concerns about a child



Keeping Children Safe in Education 2026

· The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care.

<https://www.londonscb.gov.uk/contacts/safeguarding-contacts/>

In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

· Farringtons will respond promptly to concerns and be alert to the need for Family Help for a pupil who:

- frequently misses/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody or is affected by parental offending.
- includes children who: “are pregnant and/or are a parent themselves”, “have exhibited early signs of abusive, violent and/or harmful behaviours”, have “been repeatedly removed from the classroom” or “is on a part-time timetable”.

Farringtons will respond to concerns in line with the relevant London Borough Children's Services process e.g., Bromley HELP, SUPPORT & SAFEGUARDING HUB FOR CHILDREN AND FAMILIES

- The full Bromley HELP, SUPPORT & SAFEGUARDING HUB FOR CHILDREN AND FAMILIES procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: <https://www.bromley.gov.uk/children-families/reporting-child-abuse>
- 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 the relevant Children's Services and/or the police
- Farringtons recognises that in situations where there are immediate child protection concerns for a child it is NOT to investigate as a single agency, but to act in line with 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.

- In the event of a request for support to Bromley HELP, SUPPORT & SAFEGUARDING HUB FOR CHILDREN AND FAMILIES being necessary, parents/carers will be informed and agreement to this will be sought by the DSL in line with guidance provided by Bromley Children's Services. 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 or where the information to be shared is covered by the information sharing duty.
- Where concerns are raised about the safety of a day pupil who lives outside the Bromley area, a referral will be made to the relevant Children's social care department, in line with their published thresholds. Concerns about boarding pupils will be made to Bromley HELP, SUPPORT & SAFEGUARDING HUB FOR CHILDREN AND FAMILIES in the first instance.

· All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

· 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 Bromley escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

https://media.inzu.net/f0e9b37b8c44e338f64ae38c6d41e267/mysite/articles/609/Escalation_Policy_April_2021_v1.7_100521.pdf

This means we work in partnership with London Metropolitan 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 either in writing or on the school safeguarding incident system (MyConcern) and passed without delay to the DSL.

Details of Concern

There is no need to repeat the Concern Summary.

Location of Incident

Not Applicable

☐ Is this Concern urgent?

Action Taken

Attachment

- Records of welfare concern are kept electronically and accessible only to the DSL, DDSL Team and School Counsellor
- Records will be completed as soon as possible after the incident/event (preferably immediately), using the child's words. Staff should never go home without recording the concern and speaking to the DSL or a member of the Pastoral staff Child protection records will record facts and not personal opinions. Staff should be aware that their record may be shared with partner agencies or during a court process. 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 before completing the form as reporting urgent concerns takes priority. The member of staff can flag a report as "Urgent" on My Concern
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- 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.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. 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 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.

- Where the school receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCO), will be made aware of relevant information as required.

It is usual practice for the DSL to speak to the DSL at the previous or new school.

3.4 Multi-Agency Working

- Farringtons recognises and is committed to its responsibility to work within the London or Kent multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Farringtons 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 London Children's Services 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 Family Help multi-agency meetings.

3.5 Confidentiality and Information Sharing

- Farringtons 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.
- Farringtons has a Data Protection Lead – the Bursar - as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
- The Data Protection Act 2018 and UK 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). DfE "Information sharing Duty" (2026) provides further detail on the circumstances in which Farringtons School has a duty to share information with partner agencies to safeguard a child, in the child's best interests or where it would enable another professional to fulfil their responsibilities. Under the information sharing duty, consent is not an appropriate processing condition.

The school's privacy notice is readily available on the school website. Referrals made to Children's Social Care (or information shared with safeguarding agencies) are made under GDPR UK Article 6 '*Legal obligation and/or public task*' and Article 9 '*substantial public interest conditions*.'

- Farringtons also recognises that there may be situations in which the school may withhold data if sharing the information could place a child at greater risk of harm.
- The Head and DSL will disclose relevant safeguarding information about a pupil with staff on a 'need to know' basis. This may include sharing information with academic and pastoral staff to ensure that the correct support is provided to the pupil and / or others. The Designated Safeguarding Leads should keep record of the rationale for any decisions made.
- All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy, 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 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.

When sharing Safeguarding concerns, the following acronym is worth considering: Is the information:

Justified

Appropriate

Proportionate

Accurate

Necessary

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, pupils and members of staff and visitors who wish to report concerns or complaints. This can be found on the website: <https://www.farringtons.org.uk/school-information/policies-and-inspections/>

· 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 SMT at Farringtons 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.

- Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Safeguarding Issues

· Farringtons 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, DSLs, school leaders and staff who work directly with children will read Annex A of KCSIE 2026 which contains important additional information about specific forms of abuse and safeguarding issues.

· Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Child on Child Abuse (including harassment and violence)

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of Farringtons and online. All staff should be clear as to

Farringtons' policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

- **All staff should understand that even if there are no reports in Farringtons it does not mean it is not happening,** it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
- All staff (especially boarding staff) should be aware of the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation
- It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Child-on-child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - physical assault and harm, or the threat of harm with a weapon
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence). Rape is defined as: is when a person uses their penis or an object without consent to penetrate the vagina, anus, or mouth of another person.
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - harmful sexual behaviour “which may include misogyny/misandry.”
 - 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
 - consensual and non-consensual making or sharing of nude and semi-nude images and videos including where generated by AI.
 - upskirting, 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, and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
 - Discriminatory behaviour, including racism and faith-targeted abuse.
- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that that some child-on-child abuse (including harassment and violence) 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.
- Staff should be aware that child on child abuse (including harassment and violence) on-site may constitute a crime scene and 999 called accordingly

· Concerns about pupil's behaviour, including child on child abuse (including harassment and violence) taking place offsite will be responded to as part of a partnership approach with pupils and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.

· In order to minimise the risk of child-on-child abuse (including harassment and violence) , Farringtons will:

- implement a robust anti-bullying policy
- provide an age/ability appropriate PSHE and RSE curriculum
- provide a range of reporting mechanisms and access to dedicated and experienced pastoral staff
- acknowledge and reward acts of kindness in the school community

· Farringtons 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. Pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

· Child-on child abuse can be a safeguarding issue for both the victim and the perpetrator. Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by the pastoral team.

Staff should also be aware when children should be at the highest risk of abuse e.g. at the end of the school day.

4.2 Child on Child Sexual Violence or Harassment

· When responding to concerns relating to child-on-child sexual violence or harassment, Farringtons will follow the guidance outlined in Part Five of KCSIE 2026 and other School policies including the Boarders Relationship Policy

· Farringtons recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

- Staff should be aware that sexual violence or harassment on-site may constitute a crime scene and treated accordingly.

· All victims of sexual violence or sexual harassment 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 sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
- 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 (though the School may be obliged to refer to the London Metropolitan Police regardless of the victim's wishes. See section 5 of *KCS/E 2026*, 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 is unsure how to proceed, advice will be sought from the relevant Children's Services.

4.3 Nude and/or Semi-Nude Image or videos (including those generated by AI Sharing) by Children

- The term 'sharing nudes and semi-nudes' videos (including those generated by AI) is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex. The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people 'guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing, and should be read and understood by DSLs working with all age groups, not just older pupils.
- https://ineqe.com/wp-content/uploads/2021/01/Sharing_nudes_and_semi_nudes_how_to_respond_to_an_incident_Summary_V2.pdf
- Farringtons recognises that consensual and non-consensual sharing of nudes and semi-nude images and videos (including those generated by AI) can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:
 - Report any concerns to the DSL immediately.
 - Never 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 and reassure them that they will receive appropriate support and help.
 - Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.
 - 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 will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- parents 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 Children's Services and/or the police immediately if:
 - i) the incident involves an adult (over 18).
 - ii) 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.
 - iii) 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.
 - iv) a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

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

· Farringtons recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CSE/CCE can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group" and sexual abuse is commonly "committed by those previously known to the victim."

Victims of child exploitation are sometimes criminalised for actions taken under coercion

Staff should also be aware of the signs of "modern slavery."

Harms also include "physical, sexual, and emotional abuse, and stalking" in teenage relationships and "financial exploitation".

· If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.5 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.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

- Staff should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.
 - Report concerns about a child “carrying or using a weapon” to the DSL
 - 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.

4.6 Honour or faith-based abuse

‘Honour’/ Faith -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 section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy).
- Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers and health professionals employed in our school.
- If a teacher or medical professional, 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.

4.7 Preventing radicalisation

Farringtons 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.

- Farringtons recognises that children are susceptible 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.

4.8 Cybercrime

· Farringtons 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.

4.9 Boarding Students

Farringtons has additional factors to consider with regard to safeguarding due to having boarding students, in line with the findings of IICSA (vulnerability of pupils in residential settings, lack of advocacy, international differences) and language / cultural differences, lack of PSHE etc

With this in mind:

- Boarding Students will be made aware of the school's policy on sexual relationships between children (and importance of boarders understanding this policy). This will be explained to all boarders in a meeting held at the start of each year by the Head of Boarding.
- Our approach to child-on-child abuse will reflect the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation. The rules about areas they can and can't go will be explained to boarders in the same meeting and consequences of this, along with outline of child-on-child abuse and consequences of this.
- Our Boarding House will have clear guidance regarding how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems. There is a policy/guideline in place from an online safety perspective for boarders i.e. collect phones, on school Wi-Fi with filters etc.
- Leaders are also aware of the potential vulnerability of pupils within a boarding setting, such as a perceived lack of advocacy, language barriers and cultural differences, which may pose an additional layer of complexity of safeguarding. The Head of Boarding as well as the House Master and House Matron oversee the pastoral care of pupils and receive training as part of their role. Pupil Forums and anonymised methods of reporting concerns ensure that pupils feel safe in reporting worries. Our membership as a BSA school (Boarding Schools' Association) means that we get regular safeguarding updates which are then cascaded to staff.
- Farringtons School will not allow a child to share overnight accommodation with a child of the opposite biological sex. If a child doesn't want to share with a child of the same biological sex, alternative arrangements may be sought, but they "should not compromise the safety, comfort, privacy or dignity of any child."

5. Supporting Children Potentially at Greater Risk of Harm

· Whilst all children should be protected, some groups of children are potentially at greater risk of harm (both on and offline)

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

· Farringtons 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.

· Farringtons recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

· All members of staff will be encouraged to appropriately explore 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.

Communication difficulties can mean that SEND children may not understand that what is happening to them is abuse.

· To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the Head of Learning Development (Miss Natalie Palmer) to plan support as required.

5.2 Children who are lesbian, gay, bi, or trans (LGBT+)

- Farringtons recognises the fact that a child or a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, children who are LGBT+ can be targeted by other children.
- In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- Farringtons acknowledges that LGBT+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Children who are questioning their gender

In recent years, there has been a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

It is not for Farringtons School to initiate any action in this area; but the school will react to circumstances where a child or their parent has raised a request relating to social transition.

Farringtons School recognises that it is common for children to engage in activities that are less typically associated with their sex. For example, at primary school age, girls may play with trucks, or boys may dress in clothes that are perceived as feminine. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may continue to question their gender and this feeling may intensify into puberty.

Farringtons School remains aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

The school will follow practical policies and guidance that maintains flexibility and avoids rigid rules based on gender stereotypes e.g., the use of gender-neutral toilets. No decisions will be taken unless in agreement and consultation with the parents of the child.

When considering any request for support with social transition, the school will ensure that the decision-making process is documented and records are kept.

Farringtons School will comply with the distinct but interacting obligations under safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by their evaluation of the welfare and best interests of the child and other children. Farringtons School also recognises 'Prejudice-based harm' and recognises that racism, faith-based prejudice and other types of discrimination can cause serious harm and can significantly affect a child's welfare, wellbeing and sense of safety.

Farringtons School has a statutory duty to safeguard and promote the welfare of all children. The school will consider how best to fulfil that duty towards a child who is questioning their gender, as well as their peers, ensuring that any agreed course of action takes account of the impact on all of those affected. This means that the first step when considering a child's request for support with social transition will be to consider what is in

the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes.

Parents and carers have the leading role in the lives of their children, and this area should be no exception. Therefore, where a child who is questioning their gender asks for support from Farringtons, the school will engage parents/carers as a matter of priority. It is important that the views of the child's parents or carers should carry great weight and be properly considered. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, Farringtons School will consult the DSL to determine what action is needed to safeguard the child.

As well as complying with the safeguarding obligations as above, Farringtons School must also comply with its duties under the Equality Act 2010 and the Human Rights Act 1998.

In line with the responsibilities of Farringtons School to adhere to the highest standards of safeguarding for the children and young people in its care, alongside obligations under the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, Farringtons School will not allow pupils into toilets, changing rooms, or boarding or residential accommodation designated for the opposite sex, with no exceptions. Similarly, where Farringtons School has implemented single-sex sports as being necessary for safety reasons, there should be no exceptions and pupils must not be allowed to participate in sports designated for the opposite sex

Children living in stealth

Farringtons School is particularly conscious of the vulnerabilities of children who have fully socially transitioned from an early age and may be living in stealth (that is, friends/staff may be unaware of their biological sex). The Cass Review emphasised that these children are likely to approach puberty in a fearful and anxious state. Farringtons School will involve the DSL in these cases.

5.3 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.

Farringtons School recognises and promotes early identification of risk, early targeted support and a whole school/college embedded approach to mental health.

Mental health problems may “develop into safeguarding concerns” including “self-harm, suicidal ideation or risk of suicide.” The following potential warning signs are listed:

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like
- Physical signs of self-harm or neglecting themselves

- 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, attendance and progress at school.

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

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

- The school has a full-time counsellor and a Designated Mental Health Lead, both based in the Senior School. Pupils can self-refer and staff can also refer pupils to see the counsellor and/or Designated Mental Health Lead

5.4 Children who are absent from education

- Children who are absent from education, particularly on repeat occasions and/or prolonged periods can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. There is a potential link between pupils 'absent' from education becoming 'pupils missing education' The school is signed up to weekly newsletters from Andrew Hall Safeguarding.
- Where Farringtons have concerns that a child is absent from education, we will respond in line with our statutory duties and local policies. We will look out for signs of 'unexplainable and/or persistent absences from education. Local support is available via the Education Welfare Officer, Clare Welton
clare.welton@bromley.gov.uk

We apply the relevant statutory guidance:

Working Together to improve School Attendance 2024

Children Missing Education 2025

5.5 Elective Home Education

- Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national Elective Home Education guidance and local Bromley guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child. Where pupils leave and join Farringtons, we inform the LA as per statutory guidance

5.6 Children who need a Social Worker

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

5.7 Looked after children, children with a social worker, previously looked after children and care leavers

- Farringtons 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.
- The school has appointed a 'designated teacher' Keith Jones, who works with local authorities including the Virtual Headteacher(s) to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.
- The designated teacher, who is also the DSL, will ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- The designated teacher will liaise with the relevant academic and pastoral staff at Farringtons to ensure these children's needs are met through a collaborative approach with the external agencies involved.
- Where a child is looked after, the DSL will hold details of and liaise with the social worker and the name of the virtual school head in the authority that looks after the child. Where a child has been looked after previously, the DSL will liaise with the Virtual Headteacher of the relevant local authority.

- 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. This may include a boarder during periods of lockdown residing with their Guardian.

- 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.

6. Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Farringtons will adopt a whole school approach to online safety which will empower, protect, and educate our pupils and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- Farringtons will ensure online safety is reflected as required in all relevant policies, which amongst other things, includes appropriate filtering and monitoring on school devices and school networks. 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.

- Farringtons 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/misandry, 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), sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Young people are bombarded with information every time they go online, but not all of it is true. Some content is inaccurate, some is deliberately misleading and some is created with the purpose of causing harm.
- For schools and parents, understanding the difference and helping children to do the same is an essential part of safeguarding.
- Disinformation: is false information created on purpose to mislead, often by individuals or groups with an agenda.
- Misinformation: is false information that is shared without meaning to mislead.
- Fake news: A term often used to describe either of the above when dressed up as credible reporting.
- It is important that children understand these differences. They aren't just harmless rumours.
- Disinformation and misinformation can:
 - Spread hatred, intolerance and conspiracy theories.
 - Influence young people, especially those who are vulnerable.
 - Cause distress or confusion when presented as fact.
 - Undermine trust in news that is based on fact.
 - Extremist groups use false narratives online to try and radicalise or manipulate young audiences.
- What are the risks for young people?
 - They may believe false content and repeat it as truth.
 - They may encounter extremist or hateful content online.

- They may feel upset or unsafe when exposed to shocking or misleading claims.
- Many young people do not have the skills or confidence to challenge what they see.
- What Farringtons will do:
 - We will aim to build students' media literacy from the earliest age.
 - Teach critical thinking across the curriculum such as how to spot bias, fact check and question credibility.
 - Embed into the curriculum. Using PHSE, RSE, Citizenship, ICT and other lessons to address online safety, racism, derogatory behaviour, sharing images, deepfakes, pornography and misogynistic influencers and digital resilience.
 - Use assemblies, chapels and other forums to teach young people about digital literacy.
 - Run parent forums to educate them about this matter.
 - Create safe spaces and encourage children to talk about what they see online and support them if they feel upset or insecure.
- By tackling misinformation head-on, Farringtons aims to encourage pupils to make sense of the online world and protect them from its risks.
- Farringtons recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.
- The Head will be informed of online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

6.1 Policies and Procedures

- The DSL takes the lead responsibility for online safety and understanding the filtering and monitoring systems in place within the school but will liaise with other members of staff and RM Contractors, 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 anti-bullying, online safety and behaviour policies.
- Internal sanctions and/or support will be implemented as appropriate. Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- Farringtons uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform and email systems. All School owned devices and those using the school's network and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- Farringtons recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2026 and EYFS 2026, Farringtons has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.
- EYFS staff must be aware that they should not have personal mobile phones and other personal devices that can take pictures or record video images within their setting.

These policies can be found on the website

<https://www.farringtons.org.uk/userfiles/fpmvc/Documents/01-about/policies/2021%20-%202023/Online%20Safety%20Policy%202021.pdf>

- South West Grid for Learning (swgfl.org.uk) has created a [tool](#) to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

6.2 Appropriate Filtering and Monitoring

- Farringtons has due regard for the DfE's Meeting digital and technological standards in schools and colleges 2023
- Farringtons will do all we reasonably can to limit children's exposure to online risks through our provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
- Farringtons provides a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions.
- The Governing body have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.
- To do this, they identify and assign: a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met
- The senior leadership team are responsible for:
 - I. procuring filtering and monitoring systems
 - II. documenting decisions on what is blocked or allowed and why
 - III. reviewing the effectiveness of your provision
 - IV. overseeing reports

They are also responsible for making sure that all staff:

- I. understand their role
- II. are appropriately trained
- III. follow policies, processes and procedures
- IV. act on reports and concerns

Senior leaders work closely with governors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

The DSL works closely together with IT service providers to meet the needs of Farringtons

Farringtons systems are reviewed at least once every academic year by the DSL and IT support, and reviews "include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record is kept of these checks."

The DSL takes lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider work with the SLT and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

· In addition to the school's own filter **Smoothwall** if pupils or staff discover unsuitable sites or material, they are required to report the concern immediately to their teacher/ a member of the IT support staff, report the URL of the site to technical staff/services.

- 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 Smoothwall will be recorded and reported automatically 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, Farringtons 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.

· Farringtons 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.

- Farringtons School follows the government guidelines regarding mobile phones in that all schools should be mobile phone-free environments by default, with the exception of the Sixth Form who have different arrangements.
- Pupils in Years 7-11 will hand in mobile phones at 8.20 am for collection at 3.55 pm. Boarders in Years 7-11 will hand in all devices by 9.30 pm Monday to Thursday
- Pupils will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Pupils' internet use will be supervised by staff according to their age and ability.
- Pupils will be directed to use age-appropriate online resources and tools by staff.

6.3 Information Security and Access Management

· Farringtons is responsible for ensuring an appropriate level of security protection procedures including staff training are in place, in order to safeguard our systems as well as staff and pupils.

· Farringtons will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

6.4 Staff Training

· Farringtons will ensure that all staff receive online safety training via the *Online Safety Alliance* as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

Safeguarding

- Staff must never use personal cameras or mobile phones to take still or moving images of pupils and staff.
- Staff using School devices must never download images to a personal computer or laptop.
- Staff using School devices to take images of pupils in Year 7 and below should check with the Marketing Department regarding permissions.
- Staff using School devices to take images of pupils in Year 8 and above should obtain pupils' permission ensuring they are correctly advised how the image will be used.
- Personal memory cards should never be put into School cameras, and School memory cards should never be put into personal cameras.
- Should any member of staff become aware of inappropriate or non-essential use of camera phones, including iPads, devices and cameras, this should be reported as a low-level concern or directly to the Designated Safeguarding Lead.

- EYFS photographs will be taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and in an effective way to record their progress and developments. All images will be appropriately stored on School equipment.
- Photographic displays should not be accompanied by full names or any other details. First names only to be used.

6.5 Educating Pupils

· Farringtons will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

6.6 Working with Parents/Carers/Guardians

· Farringtons will build a partnership approach to online safety and will support parents/carers/guardians to become aware and alert of the potential online benefits and risks for children.

6.7 Remote Learning

Specific guidance for DSLs and SLT regarding remote learning is available at DfE: DfE's Providing Remote Education- Guidance for Schools (2024)

· Farringtons will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

· All communication with pupils and parents/carers/guardians will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems (Office 365, Zoom, Teams)

- Staff and pupils will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy and Acceptable Use Policies
- Staff and pupils will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP).
- Parents/carers/guardians will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Farringtons will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers/guardians will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

7. Staff Engagement and Expectations

7.1 Awareness, Induction and Training

- All members of staff* have been provided with a copy of part one of 'Keeping Children Safe in Education' 2026 which covers safeguarding information for staff.
 - School leaders, including the DSL will read KCSIE in its entirety.
 - Governors will read Part One, Part Two and Annex B
 - All members of staff who work directly with children will read Annex A.
 - All members of staff and Governors have signed to confirm that they have read and understood the national guidance shared with them. This is monitored by HR and the DSL.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction.
- All staff members (including trainee teachers, agency and third-party staff) will receive appropriate and role-specific 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. Consideration will be given to the Teachers' Standards when planning child protection / safeguarding training.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least termly, to provide them with relevant skills and knowledge to safeguard children effectively.
 - EYFS- Staff in EYFS complete training at least every 2 years and in compliance to the EYFS statutory annex. The training considers the specific safeguarding and child protection issues of children under the age of 5.

Key aspects of EYFS safeguarding training include:

- **Understanding Key Roles and Responsibilities:**

All staff should be aware of their safeguarding roles and responsibilities within the setting, including the designated safeguarding lead.

- **Recognising Different Types of Abuse and Neglect:**

Training should equip staff to identify signs and indicators of various forms of abuse and neglect.

- **Responding to Concerns:**

Staff need to know how to respond appropriately when they have concerns about a child's safety, including how to report concerns and to whom.

- **Understanding Procedures:**

Training should cover local child protection procedures, relevant legislation, and guidance for safeguarding in the early years.

- **Information Sharing:**

Staff need to understand the importance of information sharing in safeguarding, including what information can be shared and with whom.

- **Building a Safer Organisational Culture:**

Training should also address how to create and maintain a safe environment for children and staff, including safer recruitment practices and developing safeguarding policies.

- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies.
- The DSL and Head will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.
- Although the school has a nominated lead for the governing body, all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in Farringtons are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.
- Volunteers must not be permitted to begin working within EYFS until the school has received the volunteer's enhanced DBS certificate including barred list information.

7.2 Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school's code of conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).

- Staff will be made aware of the school behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.

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

7.3 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 DSL is supervised every half term by an independent Safeguarding Supervisor- Anna MacDowell of 'Macdowell Safeguarding' She also meets with the DDSLs on an annual basis, but also on request.
- The Chaplain- Rev. Janet verrier is also a useful and important support.

- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of the Early Years Foundation Stage (EYFS) Framework 2026 and any subsequent updates.

- The DSL meets every half-term with a Safeguarding Supervisor to seek advice and to discuss any cases deemed appropriate. The DDSL's also have access to this service upon request. The DSL also holds meetings with the DDSL's to supervise them.

- 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.

- The DSL and DDSLs meet on a weekly basis to look at case work and support needs. In addition, the DSL has supervision with an external professional and can seek advice / support from the LA safeguarding team and / or the MIST safeguarding adviser. All members of the designated team have access to clinical supervision on request.

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

- In line with recommendations from the Methodist Church, the Chaplain has formal supervision which is provided through MIST.

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

8. Safer Recruitment and Allegations

8.1 Safer Recruitment and Safeguarding Checks

Farringtons is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

- Farringtons will follow relevant guidance in Keeping Children Safe in Education 2026 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)
 - The governing body and leadership team are responsible for ensuring that the school follows safer recruitment processes as outlined within guidance.
 - The governing body will endeavour to 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.
 - Farringtons are committed to supporting the statutory guidance from the Department for Education on the application of the Disqualification under the Childcare Act (DUCA) Regulations 2018 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; staff have a responsibility to notify the school of any convictions, cautions, court orders, cautions and warnings accrued during their employment with us.
 - Where the school places a pupil with an alternative provision provider, the school will continue to be responsible for the safeguarding of that child.
 - The school will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.
 - Where the school organises work experience placements, we will follow the advice and guidance as identified in part Three of KCSIE 2026.
 - Where the school organises homestays as part of exchange visits, we will follow the advice and guidance as identified in part Three KCSIE 2026.

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

Concerns about the Head must be referred to the Chair of Governors, Mr Phil Johnstone or MIST CEO, Henrietta Mbeah-Bankas.

Concerns about the Chair of Governors- To escalate concerns about a school's chair of governors, please check the Farringtons Complaints Policy. You will need to send a written complaint marked "Private and Confidential" to the **Clerk to the Governing Body- Kate Fry**. If this doesn't resolve the issue, you can escalate it to the governing body's complaint committee, MIST CEO- Henrietta Mbeah-Bankas and, if still unresolved, to the [Department for Education](#) (DfE) or [Ofsted](#).

Potential threshold concerns about any other member of staff must be referred to the Head, including the DSL and Head of the Prep School

Any other concerns including Low Level Concerns and those about pupils must be referred to the DSL

- The school will respond to allegations in line with the local Bromley allegations arrangements and Part Four of KCSIE 2026. In depth information can be found within our 'Managing Allegations against Staff' and staff code of conduct policy. This can be found in the school and HR office as well as the staff handbook.
- 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 Head is 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)

Gemma Taylor
Local Authority Designated Officer (LADO)
Quality Assurance
Children, Education and Families
Bromley Council, Civic Centre, Stockwell Close, BR1 3U
Tel: 0208 461 7775
mobile number: 07850921631
E-mail: Gemma.Taylor@bromley.gov.uk

8.2.1 Concerns that meet the 'harm threshold'

· Farringtons recognises that it is possible for any member of staff, including trainee teachers, volunteers, governors, 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 any member of staff, including the DSL and the Head of the Prep School, which meet this threshold will be referred immediately to the Head who will contact the LADO to agree further action to be taken in respect of the child and staff member. This will be made in line with Bromley's LADO referral process, which could include a referral via a portal. In the event of allegations of abuse being made against the Head, staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO and inform the MIST CEO.

In the case of allegations against Supply staff, Farringtons will discuss with the supply agency or agencies where the supply teacher is working across a number of schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst they carry out their investigation. When using a supply agency, Farringtons will inform the agency of the process for managing allegations but also take account of the agency's policies and the duty placed on agencies to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

In the case of an allegation relating to an incident that happened when an individual or organisation was using Farringtons' premises for the purpose of running activities for children (for example Swim Stars) As with any safeguarding allegation Farringtons will follow their safeguarding procedures including informing the Bromley LADO.

Following a substantiated allegation

If the allegation is substantiated and:

- the person is dismissed; resigns, or otherwise ceases to provide his or her services, or
- the employer ceases to use the person's services.

In the case of a member of teaching staff, the case manager must consider whether to refer the matter to the TRA to consider whether the individual should be prohibited from teaching. There is a legal requirement for Farringtons to make a referral to the DBS where they consider an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

8.2.2 Concerns that do not meet the 'harm threshold'

- Farringtons 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.
- As per Farringtons Low Level Concerns Policy low-level concerns will be sent to the DSL and 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. The DSL will inform the Head of all Low-Level Concerns, a per statutory guidance.
- Additional information regarding low-level concerns is contained with our staff code of conduct – this includes what a low-level concern is and the importance of sharing them.

8.2.3 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 as set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.
- 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 SMT at Farringtons will take all concerns or allegations received seriously.
- All members of staff are made aware of the school Whistleblowing and MIST Whistleblowing policies. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.

Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

- Farringtons 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.

Regulated activity with children also now refers to supervised volunteers.

9. Opportunities to teach safeguarding

· Farringtons will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education (primary schools)/Relationships and Sex Education (secondary schools) via our Wellbeing programme. Pupils (especially Prefects) will receive appropriate safeguarding training in order to provide peer on peer support.

· We recognise that Farringtons 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 pupils have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

· Farringtons recognise 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. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

10. Physical Safety

10.1 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. The school complies with the new legal duty to record significant incidents and inform parents of all incidents involving 'reasonable force'.

10.2 The Use of Premises by Other Organisations

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

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

10.3 Site Security

· All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Pupils will be surveyed annually with regards to security on and around Farringtons inc. school transport as part of their "safeguarding voice"

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

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

10.4 Boarding and International Students

- Farringtons complies with the National Minimum Standards 2022 (and subsequent updates) and is appropriately inspected.
- Providing boarders with a 'voice' is a priority. Pupils are encouraged to speak up about anything that is of concern to them. They are made aware of the channels of communication open to them at the beginning of the academic year. An Independent Listener is available to any boarder who may need an impartial listening ear.
- All new staff are vetted using DBS checks and once appointed undergo an induction process: Boarding staff receive induction training, both before taking up their role and ongoing, and this includes specific advice relating to safeguarding issues in a boarding community.
- If a member of the boarding staff is suspended pending investigation of a child protection matter, arrangements for alternative accommodation away from children will be made.
- Significant safeguarding incidents as well as risks to a pupil's safety at home is reported to the Boarding Schools Association. Their safeguarding lead is Dale Wilkins.
- For help and advice when dealing with issues relating to international students, go to International Social Services. <http://www.iss-ssi.org>

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, exploitation 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care-giver abuse.

Sexual abuse: involves forcing, causing 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, whether that is with part of a

person's body or object (e.g. rape or assault or penetration) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it. Children are more likely to know their abuser. There are specific offences for children under 13 years of age, who can never provide valid consent to sexual activity, and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agree to that activity.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal Exploitation

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

County Lines Exploitation

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons

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
- Exploitation

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.

Emotional abuse may include verbal abuse (e.g., criticism, belittling, name-calling).

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 including affluent 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. Failing to provide suitable education can also fall under this category. Affluent neglect refers to the neglect experienced by children in wealthy families. Often, neglect in wealthier families can be more difficult to spot, as the type of neglect experienced by children and young people in these circumstances is often emotional.

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 2: Support Organisations

Additional links can also be found in KCSIE 2026.

- NSPCC 'Report Abuse in Education' Helpline
0800 136 663 or help@nspcc.org.uk

National Organisations

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

Support for Staff

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

- MOSAC: www.mosac.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/>

Substance Misuse

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

Domestic Abuse

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

Criminal and Sexual Exploitation

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

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

- Rape Crisis: <https://rapecrisis.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 and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cybercrime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

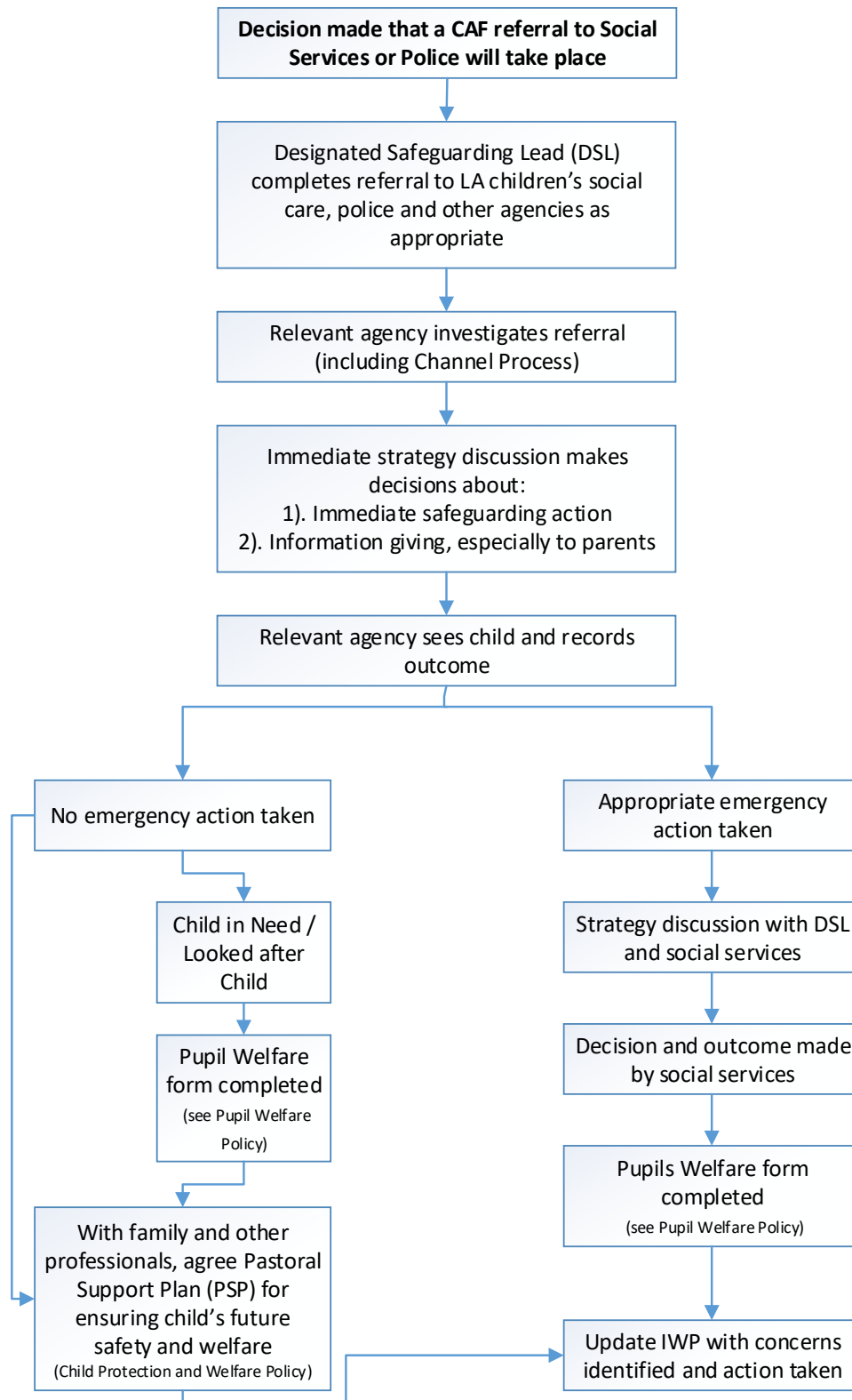
Mental Health

- 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-youngpeople/
 - 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
- Page

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Farringtons School Urgent Action to Safeguard Children (CAF Referral) Flow Chart



Annex A – FGM mandatory reporting process map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.

