



Kenningtons Primary Academy

Child Protection Policy

This Policy was reviewed by the Pastoral Manager and approved and ratified by the Governing Body on a 1-year cycle. It must be displayed on the school's website.

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1	Introduction
2	Statutory Framework
3	Roles and responsibilities
4	Types of abuse
5	Specific safeguarding issues
6	Procedures
7	Brook Traffic Light Tool
8	Operation Encompass
9	Training
10	Professional confidentiality
11	Records and information sharing
12	Interagency working
13	Allegations about members of the workforce
14	Promoting positive mental health and resilience in school
15	Use of reasonable force and restrictive physical intervention
16	Whistleblowing
17	The use of Cameras and Mobile Phones in EYFS
18	Health and Safety
19	Policy Review
Appendix A	Keeping Children Safe in Education (DfE, 2026)
Appendix B	Pupil Record Acknowledgement Slip
Appendix C	Safeguarding Reporting Process
Appendix D	SET Multiagency FGM flowchart

1. Introduction

Schools and their staff form part of the wider safeguarding system for children.

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education (DfE, 2026))

This Child Protection Policy is for all staff, parents/carers, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education – (DfE, 2026)
- Working together to Safeguard Children (DfE, 2026)
- Children missing from education (DfE, 2025)
- The role of the designated safeguarding lead (Annex B of KCSIE)
- Safer Recruitment Policy including Recruit teachers from overseas (DfE, 2021)
- Procedure for Dealing with Safeguarding Allegations against Adults in School
- Working together to improve school attendance (DfE, 2026)
- Staff Code of Conduct
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Health and Safety Policy
- Educational Visits Procedure
- E-Safety Policy
- Mental Health and Wellbeing Policy
- Exclusion Policy
- Data Protection Policy
- Whole School Allergy Policy

The document 'Keeping Children Safe in Education – (DfE, 2026) MUST be read in conjunction with this policy and should be kept as an appendix to the school's Child Protection Policy.

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined for the purposes of this guidance as:

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

2. Statutory framework

There is government guidance set out in Working Together to Safeguard Children (DfE, 2026) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners, (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangement. These arrangements sit under the Thurrock Local Safeguarding Partnership (TLSCP).

In Thurrock the statutory partners are Thurrock Council, Essex Police and Thurrock CCG.

Section 175 of the Education Act 2002 (Section 157 for independent schools) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Thurrock are the responsibilities of the Thurrock Local Safeguarding Partnership (TLSCP). All professionals must work in accordance with the [SET Procedures](#) (Thurrock LSCP, 2022).

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Keeping Children Safe in Education – (DfE, 2026)

Working Together to Safeguard Children (DfE, 2026)

What to do if you're worried a child is being abused (HMG, 2015)

Children Act (1989)

Children Act (2004)

Children Missing Education – statutory guidance for local authorities (DfE, 2024)

Teaching online safety in schools (DfE, 2019)

Preventing and Tackling Bullying (DfE, 2017)

Education Act (2002)

Children and Social Work Act (2017)

Education (Pupil Registration) Regulations (2006)

Counter-Terrorism and Security Act (HMG, 2015)

Serious Crime Act 2015 (Home Office, 2015)

Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism (HMG, 2021)

The Prevent duty (DfE, 2015)

Information sharing advice for safeguarding practitioners (HMG, 2018)

Data Protection Act (2018)

Searching, screening and confiscation (DfE, 2018)

Equality Act (2010)

Domestic Abuse Act (2021)

Sexual Offences Act (2003)

Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

Child sexual exploitation (DfE, 2017)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, 2020)

Voyeurism (Offences) Act 2019

Female Genital Mutilation Act 2003 (S.74 – Serious Crime Act 2015)

Multi-agency statutory guidance on female genital mutilation (HMG, 2020)

3. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding leads) are in Section 20 of this document.

The Governing Body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place. The governing body Safeguarding Lead is Sarah Sayers (Chair of Governors)

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that the appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school started work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) mandatory

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputies)

The designated safeguarding lead is Jo Sawtell-Haynes (Headteacher) and the deputy designated safeguarding leads are Caroline Clarke (Deputy headteacher), Jayne Shea (Academy Manager) and Tracey Dole (Pastoral Manager).

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Thurrock Children's Social Care are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

DSLs should also work collaboratively to help promote educational outcomes for all students (including children with a social worker), who are experiencing safeguarding and child protection issues.

If for any reason the designated safeguarding lead is unavailable, one of the deputy designated safeguarding leads will act in their absence.

The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, she ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

All School Staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy, Appendix D) and are aware of how to make a referral to Social Care if there is a need to do so.

All staff should be prepared to identify children who may benefit from Family Help, providing support should problems emerge.

All staff members should be aware that safeguarding incidents and/or behaviour can be associated with factors outside the school and /or can occur between children outside these environments. All staff but especially the designated safeguarding lead and deputies should consider whether children are 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 and serious youth violence

4. Types of abuse

Keeping Children Safe in Education (DfE, 2026) defines abuse as the maltreatment of a child.

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, 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 another child or children”.

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse, neglect and exploitation so we are able to identify children who may be in need of help or protection.

5. Specific Safeguarding Issues

Child Sexual Exploitation (CSE)

CSE is a form of abuse which can happen to boys and girls from any background or community.

The Department of Education (DfE, 2017) defines it as;

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group take 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’.

It is understood that a significant number of children who are victims of CSE go missing from home or Care or have unexplainable and/or persistent absences from school / education on repeat occasions / for a prolonged time.

Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

Child criminal exploitation (CCE)

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity. Our school works with key partners locally to prevent and respond to child criminal exploitation.

For the purposes of this policy, “child criminal exploitation” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines
- Working in cannabis factories
- Shoplifting or pickpocketing
- Committing vehicle crime
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regular or prolonged absence from school or education or not taking part.

County Lines

County lines is when drug networks/gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns

For the purposes of this policy, “county lines” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going from home or absent from school for prolonged and/or repeat occasions and subsequently being found in areas away from their home
- Having been the victim or perpetrator of serious violence, e.g., knife crime
- Receiving requests for drugs via a phone line
- Moving drugs
- Handing over and collecting money for drugs
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection

- Being found in accommodation they have no connection with or a hotel room where there is drug activity
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing

Staff will be made aware of pupils with prolonged periods of absence and/or repeat occasions who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

Child on child abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Child on child abuse can manifest itself in many ways, most likely to include, but may not be limited to:

- bullying (including cyber bullying)
- physical abuse
- sexual violence / sexual harassment
- up-skirting
- on-line abuse / gender-based abuse
- consensual and non-consensual self-generated intimate images or sexually harmful behaviour
- initiation / hazing type violence and rituals

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse.

Children with special educational needs and disabilities

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- That they may be more prone to peer group isolation than others.
- The potential to be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication difficulties in overcoming these barriers

Domestic Abuse

Domestic Abuse can take many forms, including psychological, physical sexual, financial and emotional.

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, domestic abuse is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. Abusive behaviour includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. And includes where a child has seen, heard or experienced its effects. Personally connected includes people who:

- are, have been, or have agreed to be married to each other.
- are, have been, or have agreed to be in a civil partnership with each other.
- are, or have been, in an intimate personal relationship with each other.
- each have, or had, a parental relationship towards the same child.
- are relatives.

Our School recognises that exposure to domestic abuse can have a serious long term emotional and psychological impact on children, as victims in their own right. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise. We work with other key partners, and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family, or be placing a child at risk of harm including where they see, hear, or experience its effects.

So-Called 'honour-based abuse' (Including Female Genital Mutilation (FGM) and forced marriage)

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion are used and is a crime. Our staff understand how to report concerns where this may be an issue. This is a separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Whistleblowing may come from younger siblings.

The 'one chance' rule – under FGM and Forced Marriage there is the 'one chance' rule. It is essential that settings take action without delay.

Breast Ironing / Breast Flattening

The process where young girls' breasts are ironed, massaged or pounded through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. Much like FGM it is a harmful cultural practice and is

child abuse. There is no specific law within the UK around Breast Ironing; however, it is a form of physical abuse

Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral. Our School works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

Any concerns that one of our pupils is at risk in this respect will be referred to the Thurrock Multi-Agency Safeguarding Hub (MASH) (Tel: 01375 652802).

Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include 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 well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by or is involved with, individuals associated with criminal networks or gangs.

Absent from Education for prolonged periods and/or repeated occasions

School is mindful of statutory DfE policy Working together to safeguard attendance (DfE, 2026)

All children, regardless of their age, ability, aptitude and any special education needs they may be entitled to a full-time education.

Our school recognises that a child with prolonged periods of absence and/or repeat occasions from school and education can be a warning sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation and referrals may be made to appropriate agencies including Thurrock School Attendance Support Team, Social Care or the Police.

Parents should always inform School of the reason for any absence. Where contact is not received a referral may be made to another appropriate agency such as Thurrock School Attendance Support Team (SAST), Social Care or Police.

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more

Parents/Carers are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need too.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

Consensual and non-consensual self-generated intimate images in School

The increase in speed and ease of sharing imagery has brought about concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

The Law says it is an offence to possess, distribute, show and make indecent images of children. The Sexual Offences Act 2003 (England and Wales) defines a child for the purpose of indecent images as anyone under the age of 18.

It is vital that we work in partnership with Parents/Carers to support the wellbeing of our pupils. Parents/Carers should share concerns about the wellbeing of their child with the school so appropriate support and interventions can be identified and implemented.

6. Procedures

All action is taken in accordance with the following guidance;

- Thurrock Safeguarding Children Partnership guidelines – the SET (Southend, Essex and Thurrock) Child Protection Procedures (Thurrock LSCP, 2026)
- Management of Suspicious, Unexplained Injuries or Bruising in Children for all Frontline Practitioners (Thurrock LSCP, 2022)
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- PREVENT Duty – Counter-Terrorism and Security Act (HMG, 2015)
- FGM Act (HMG, 2003), Serious Crime Act 2015 (Home Office, 2015)
- Procedure for Dealing with Safeguarding Allegations against Adults in School

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the designated safeguarding lead (and deputies) and how to share concerns with them as shared on a Staff Safeguarding Responsibilities card. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the designated safeguarding lead (or, in their absence, one of the designated safeguarding deputies).

The designated safeguarding lead or one of the deputies will immediately refer cases of suspected abuse or allegations to the MASH Team by telephone and in accordance with the procedures outlined in the SET procedures (Thurrock LSCP, 2026).

The telephone referral to the MASH Team will be confirmed in writing within 48 hours with the CAF form. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

The school will always undertake to share an intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. It may be necessary to seek advice from the MASH Team and / or Essex Police in making decisions about when it is appropriate to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support. And each staff member has a Staff Safeguarding Responsibilities card stating the correct paths to share concerns.

School is mindful of TLSP Pathway to Service and Threshold Intervention 2025-2027 document and use it to inform completion of a CAF. (Appendix E)

7. Brook Sexual Behaviours Traffic Light Tool

The Brook Sexual Behaviors Traffic Light Tool uses a traffic light system to categorize the sexual behaviors of young people and is designed to help professionals:

- Assess and respond appropriately to sexual behavior in children and young people
- To help make decisions about safeguarding of children and young people.
- Understand healthy sexual development and distinguish it from harmful behavior

8. Operation Encompass

At Kenningtons Primary Academy we are working in partnership with Essex Police and Thurrock Children's Services to identify and provide appropriate support to pupils who have experienced domestic abuse in their household, this scheme is called Operation Encompass.

In order to achieve this, Essex Police will share information of all medium/high risk domestic violence incidents where one of our pupils have been present, with the Designated Safeguarding Lead(s).

On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the pupil requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with safeguarding and child protection regulations.

We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.



9. Training

The designated safeguarding lead (and deputies) undertake updated child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Thurrock Local Safeguarding Children Partnership. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school ensures that the designated safeguarding lead (and deputies) also undertake training in inter-agency working and other matters as appropriate.

The Headteacher is WRAP trained and ensures that all staff are Prevent trained.

10. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only and where it is on the child's best interests to do so. Any information shared with a member of staff in this way is held treated confidentially.

11. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will follow the appropriate procedures. Teaching Staff will share their concern via Safeguard Software, Support Staff will make an accurate signed record. Concerns will be shared as soon as possible noting what was said or seen, giving the date, time and location.

In certain cases, it may be necessary to photograph an injury on a child. This will be done in a sensitive manner and only with the permission of the child. This may ONLY be done in the presence of the Designated Safeguarding Lead. Images will be stored securely and deleted from devices in a timely manner.

SSS Safeguarding

In School we now use SSS Safeguarding to keep child protection / safeguarding records safe and secure

All Teaching and Support Staff have individual logins and access the software to share concerns. This immediately notifies the designated safeguarding lead (DSL) and / or a deputy DSL, who will view the entry and choose the next course of action.

New support Staff without a login need to record their concerns, signed with date and time stamp, and present it to the DSL or a deputy DSL in a timely manner.

In line with statutory guidance, where a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting.

School may forward a paper copy of a pupil's safeguard record.

These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. Enclosed with the child protection records is a slip for the new school to return to Kenningtons Primary Academy; ensuring that files have been received [Appendix B].

School may forward an electronic copy of a pupil's safeguard record.

This will be sent securely from Safeguard Software to the receiving school's designated safeguarding lead and we will request email confirmation of receipt by return.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received). These records may be electronically transferred via Safeguard Software, or equivalent software package.

12. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference, called for children on the school roll or previously known to them. The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

Children with a social worker (CWSW)

The term 'children with a social worker' (CWSW) includes all children who have been assessed as needing or previously needing a social worker within the past 6 years due to safeguarding and/or welfare reasons. It includes all children aged 0 to 18 across all education settings subject to a CIN plan or a Child Protection plan. It will also include Looked after Children (LAC).

The designated safeguarding lead (and DSL deputies) will ensure all CWSW pupils are monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.

If the school is part of any interagency meetings such as Core Groups or Network Meetings, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at these meetings, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead (or deputy) will inform the child's social worker / family support worker immediately and then record that they have done so and the actions agreed.

13. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school works in accordance with statutory guidance and the SET procedures (Thurrock LSCP, 2026) in respect of allegations against an adult working with children (in a paid or voluntary capacity). School will also use: Procedure for Dealing with Safeguarding Allegations against Adults in School

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors (Sarah Sayers).

The Staff Safeguarding Responsibilities card that each Staff member has confirms how to raise a concern.

SET procedures (Thurrock LSCP, 2026) require that, where an allegation against a member of staff is received, the Headteacher / Designated Safeguarding Lead, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on:

LADO 07738 821582 or LADO Admin 01375 652921 or 07762 406606 within 1 working day.

In an emergency outside office hours the Emergency Duty Team 01375 372468 can be contacted. They will ensure that the matter is passed promptly to the Thurrock LADO, and assist in initiating any priority safeguarding activities.

Any referral or communications with the LADO must be sent to lado@thurrock.gov.uk However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO

14. Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools place a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

15. Use of reasonable force and Restrictive Physical Intervention

The school recognises that the use of reasonable force and any form of restrictive physical intervention is a safeguarding matter and must be managed within a clear legal, ethical and child-centred framework.

Legal framework

The school acts in accordance with statutory guidance and legislation, including:

- Education Act 2002
- Children Act 1989 and 2004
- Keeping Children Safe in Education (DfE, 2026)
- DfE guidance on the use of reasonable force and reducing the need for restraint and restrictive intervention

Principles

The school is committed to:

- Safeguarding the dignity, rights and welfare of all pupils
- Using preventative and de-escalation strategies wherever possible
- Ensuring that physical intervention is a last resort, used only when necessary to prevent harm

Any use of force or restrictive physical intervention must be:

- Lawful
- Reasonable
- Proportionate
- Necessary
- Time-limited

Force or restrictive intervention must never be used:

- As a punishment
- To enforce compliance
- To cause pain, humiliation or distress
- Because of staff convenience or lack of resources

Reasonable force

“Reasonable force” refers to actions involving a degree of physical contact used by staff to:

- Prevent a pupil from committing a criminal offence
- Prevent injury to the pupil or others
- Prevent serious damage to property
- Maintain good order and discipline where safety is at risk

This may include guiding a pupil to safety or intervening to break up a fight. Staff will always use the minimum force necessary for the shortest possible duration.

Restrictive physical intervention

Restrictive physical intervention refers to the intentional restriction of a pupil’s movement, freedom or liberty.

The school recognises that restrictive interventions carry increased safeguarding risks, particularly for pupils with:

- Special educational needs and disabilities (SEND)
- Communication difficulties
- Trauma-related behaviours

Restrictive physical intervention will only be used:

- When there is an immediate risk of significant harm
- When all reasonable de-escalation strategies have been attempted or are not appropriate
- By staff who have received appropriate training

Prevention and de-escalation

The school is committed to reducing the need for restrictive interventions through:

- Positive behaviour support
- Individual risk assessments and support plans
- Reasonable adjustments for pupils with SEND
- Trauma-informed and relational approaches
- Consistent use of de-escalation strategies

Where pupils are known to be at increased risk of requiring intervention, strategies will be agreed in advance and shared with relevant staff.

Safeguarding, recording and reporting

Any use of reasonable force or restrictive physical intervention will:

- Be recorded promptly and accurately
- Be reported to the Designated Safeguarding Lead (DSL/DDSL) Include details of:
 - The circumstances leading to the incident
 - De-escalation strategies used
 - The nature and duration of the intervention
 - Any injuries or distress caused
- Be reviewed to identify learning and preventative actions

Parents/carers will be informed as soon as reasonably practicable, unless doing so would place the child at increased risk of harm.

Where concerns arise about the frequency, nature or appropriateness of interventions, this will be treated as a safeguarding concern and escalated in line with child protection procedures.

Training and oversight

The school ensures that:

- Staff receive appropriate training in behaviour support, de-escalation and physical intervention where required
- Leaders monitor incidents and patterns of intervention
- Governing Body oversight is maintained to ensure safe, lawful and proportionate practice

16. Whistleblowing

Whistleblowing is ‘making a disclosure in the public interest’ and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school’s Code of Conduct / Whistleblowing policy. We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk.

17. The use of Cameras / Mobile Phones / SMART watches/ equivalent devices in school

Parents are not permitted to use mobile phones or equivalent devices or the camera facility on their devices within the school buildings.

Staff are generally not permitted to use mobile phones or equivalent devices or camera facility on their devices for personal use during the school day.

On occasions, when photography is permitted, Parents will be informed.

SMART watches and mobile phones or equivalent device are not to be used by pupils within school.

18. Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

19. Filtering and Monitoring Systems

It is essential that children are safeguarded from potentially harmful and inappropriate online material. (KCSIE, 2026).

Keeping Children Safe in Education, (DfE, 2026) states; the breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: content, contact, conduct and commerce.

See school’s online safety policy for fuller details.

School is “doing all that they reasonably can to limit children’s exposure to the above risks from the school” IT system (DfE, 2026). This includes school having an appropriate filtering and monitoring system in place and regularly review their effectiveness.

School is aware of the DfE’s “Plan technology for your school” (<https://www.gov.uk/guidance/plan-technology-for-your-school>).

Named staff work closely together with regards to aspects of filtering and monitoring. School is mindful of need to consider ‘those who are potentially at greater risk of harm’ (DfE, 2026) and how their greater vulnerability should be considered when it comes to use of IT.

School link with London Grid for Learning (LGfL) to assist with managing the monitoring. School will do all it reasonably can to limit pupils’ exposure to risks when using school-based IT, and IT system

20. Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy.

Designated Safeguarding Lead: Jo Sawtell-Haynes (Headteacher)

Deputy Designated Safeguarding Leads: Caroline Clarke, Tracey Dole, Jayne Shea.

Appendix A: KCSIE (DfE, 2026)

https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping_child_safe_in_education_2026.pdf

Appendix B: EVIDENCE OF TRANSFER OF CHILD PROTECTION RECORDS when paper record sent

Child Protection / Safeguarding

As you will be aware, it is a legal requirement that schools share child protection / safeguarding files when a pupil transfers to their next school. We are therefore sending you this paper copy of this child's safeguarding / child protection file.

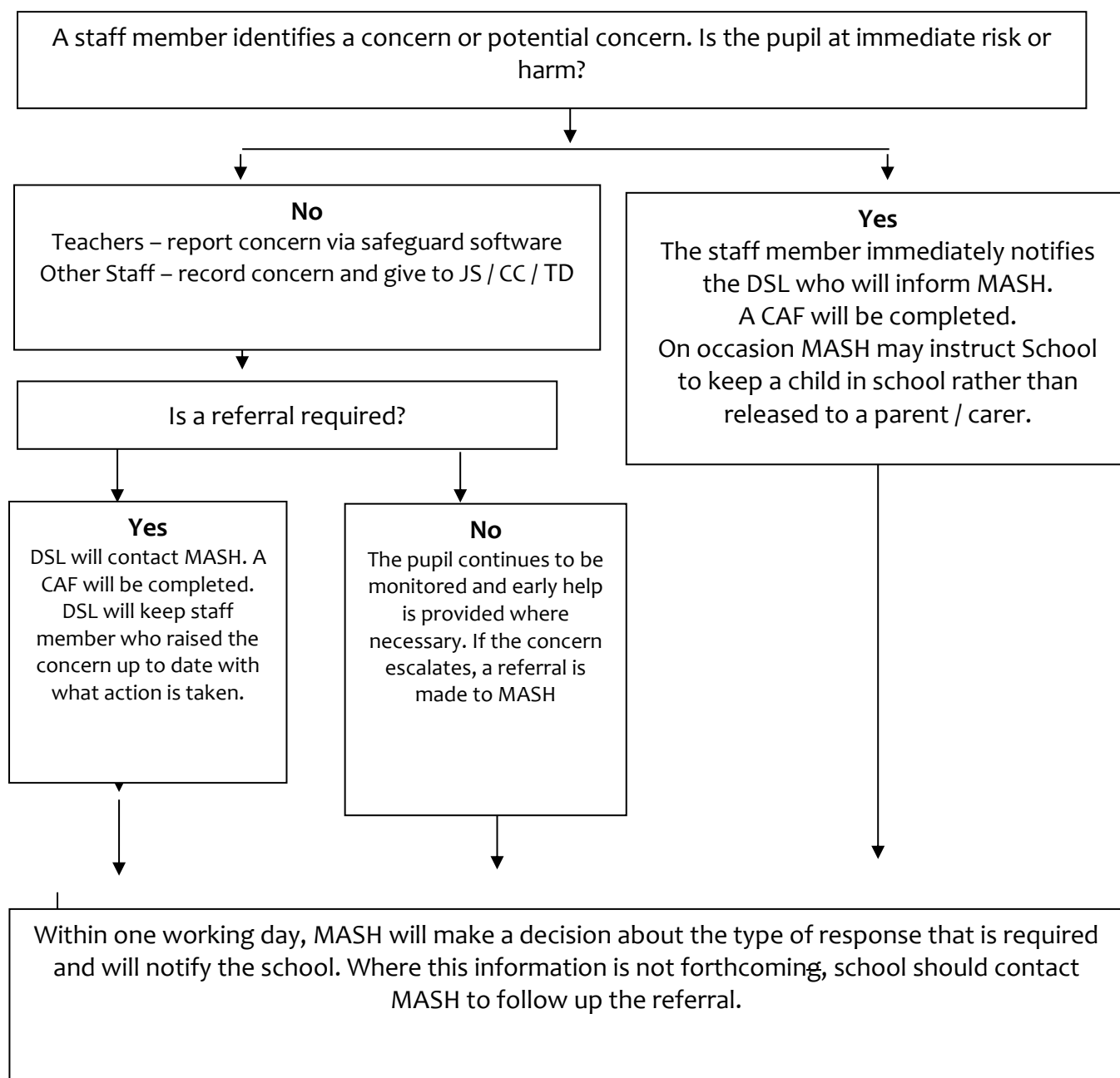
Name of child	
DOB	
UPN	

Please confirm receipt of this paper file by returning a signed copy of this front sheet or by emailing admin@kenningtons.thurrock.sch.uk quoting the UPN and pupil's initials.

I confirm receipt of the transfer record for the pupil listed above.	
Recipient organisation	
Recipient name	
Recipient contact details	
Sign and date	

Appendix C: Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'after a referral is made' section, should be followed.



Appendix D: SET Multiagency FGM flowchart

<https://www.thurrocklsc.org.uk/lscp/policies-and-procedures/set-female-genital-mutilation-fgm-flowcharts>

Appendix E: TLSP Pathway to Service and Threshold Intervention 2025-2027

https://www.thurrocklsc.org.uk/assets/1/pathway_to_service_and_threshold_intervention_-_thurrock_wording_-_approved_by_thurrock_legal_-_final.pdf