

Kent
Catholic
Schools
Partnership



'Academies in Christ'
Part of the Archdiocese of Southwark

Child Protection & Safeguarding

Policy, Procedure and Guidance

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ACADEMY NAME/LOGO

Key contact personnel

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**Named Safeguarding Governor:
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This is a core policy that forms part of the induction for all staff, governors and other volunteers. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents on an annual basis.

Date reviewed:

Date of next review: (Annual)

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"I have come so that they may have life and have it to the full" John 10:10

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2016 (KCSIE)
- Working Together to Safeguard Children 2015 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Online Safeguarding Children Procedures (2014)
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
- Early Years and Foundation Stage Framework 2017 (EYFS)

Section 175 of the Education Act 2002 requires academy governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at an academy, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Contact details for other key personnel

Contact details for Kent Catholic Schools' Partnership Designated Safeguarding Leads:

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Aims of this policy

Kent Catholic Schools' Partnership (KCSP) and each of its academies recognise the importance of providing a Christian ethos and environment within the academy that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they

will be listened to. All those directly connected (staff, governors, clergy, other volunteers, parents, carers, families and pupils) have an essential role to play in making it safe and secure.

We recognise that children and young people who are abused, at risk of abuse or witness violence are likely to be affected deeply; e.g., showing low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in their lives.

We will ensure the welfare and safety of all pupils through:

- Placing children's welfare as our paramount concern
- welcoming, listening to and speaking with children at all times in a manner that leaves them feeling loved, valued and cared for
- ensuring the content of the curriculum includes social, emotional, psychological and spiritual aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might/can talk to
- providing suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a growing sense of always being valued and heard in their own right
- ensuring all steps are taken to maintain site security and pupils' physical safety
- ensuring that all adults within our academy who have access to children have been checked as to their suitability
- working with parents and carers to build an understanding of their and the academy's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse or risk of abuse, and are aware of the academy's procedures and lines of communication, and individual staff responsibilities within those
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals in a timely manner

- developing effective, supportive and swift liaison with other agencies.

The Management of Safeguarding

Roles and Responsibilities

Academies form part of the wider safeguarding system for children and therefore, everyone who comes into contact with children and their families has a role to play in safeguarding children. **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

All staff, clergy and volunteers have a responsibility to:

- raise **any** concerns about children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm with the Designated Safeguarding Lead(s) or Deputy Designated Safeguarding Lead without delay. The DSL or Deputy DSL will take appropriate the action
- provide a safe environment in which children can learn.

The Designated Safeguarding Lead/s (DSL/s) have overall responsibility for the day to day oversight of safeguarding and child protection systems in the academy. This includes:

- acting as a consultant for staff, volunteers and clergy to discuss concerns
- maintaining a confidential recording system regarding individual children
- making immediate and on-going assessments of potential risk
- putting in place an appropriate back-up accessibility protocol for times when the DSL/s are unavailable
- co-ordinating safeguarding action for individual children
- liaising with other agencies and professionals
- ensuring that locally established procedures are followed and making referrals as necessary
- representing or ensuring the academy is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- managing and monitoring the academy's part in Early Help/Child in Need/Child Protection plans
- ensuring that safeguarding training for all academy staff, clergy and volunteers is kept up to date
- ensuring that all staff, volunteers and clergy have read and are familiar with the appropriate level of safeguarding guidance
- consulting with the KCC Area Education Safeguarding Adviser to help with any decision making about a child. Advice may also be sought from KCC's Early Help Coordination Team or Specialist Children's Services (SCS) Duty Social Workers who offer opportunities for consultation as part of the Child in Need/Child Protection process.

- producing data and information for the termly incident report and annual report for the Local Governing Body and the Trust Board regarding the monitoring and adherence to this safeguarding policy. Template termly and annual reports can be found at Appendix 3 and 4.

The Trust Board will:

- ensure that a model Child Protection & Safeguarding policy is updated and reviewed annually and made available to academies for their use
- receive termly incident reports from Local Governing Bodies regarding the monitoring and adherence to this safeguarding policy.

The Lead Safeguarding Governor will ensure that:

- this policy is effective and interlinks with related policies
- locally agreed procedures are in place and being followed
- the policy and structures supporting safeguarding children are reviewed annually in line with the KCSP policy
- the training provision is adequate for DSL and all staff, clergy and volunteers who work in the academy.
- Termly and annual reports are produced for the LGB and Trust Board regarding the monitoring of and adherence to of this safeguarding policy.

The Academy Leadership Team and the Local Governing Body will:

- ensure that the DSL is properly supported in this role in respect of both dedicated time and resources to deliver the role effectively, and check that required actions have been taken
- ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family
- will work to establish strong and co-operative relationships with relevant professionals in other agencies
- the Head Teacher will ensure the DSL provides an annual report to the Local Governing Body and the Trust Board detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Procedures

We adhere to the Kent Local Safeguarding Children Board (Kent LSCB) Safeguarding Children Procedures (2014). The full Kent LSCB procedures document and additional guidance relating to specific safeguarding issues can be found on their website www.kscb.org.uk.

Where a child lives outside of Kent the academy will follow the procedures for that area's Local Safeguarding Children's Board.

All staff, clergy and volunteers have read and understood Part one of the DfE guidance “*Keeping Children Safe in Education*” that covers essential Safeguarding information.

Additional guidance (listed below) can be found in:

‘What to do if you are Worried About a Child Being Abused’ (DfE 2015)
Information Sharing advice for safeguarding practitioners (2015)
Kent and Medway Inter-Agency Threshold Criteria for Children in Need
The Assessment Framework for Children in Need and their Families (2000)

Referrals

New referrals to Services will be made using the agreed processes; i.e. the Early Help Notification form or inter-agency referral form for referrals to Specialist Children’s Services. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the KCC Duty Team. Concerns for children who are already known to Services will be passed to the allocated worker/Team.

Where a child lives outside of Kent the academy will follow the referral procedures for that area.

What to do in the absence of the academy’s DSL or Deputy DSL

In the absence of the availability of the academy’s own DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguarding Team or Specialist Children’s Services details of which can be found on page 4 of this policy.

What to do if you remain concerned about a child

On occasion, a member of staff, clergy or volunteer may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff or volunteers should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe, and their welfare is being considered. If in following this process, the staff member or volunteer remains concerned that appropriate action is not being taken, it is the responsibility of that staff member or volunteer to seek further direct consultation from either a member of the Education Safeguarding Team or the local Specialist Children’s Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

Child/ children missing education

Academies have a duty to inform their local authority of any pupil who fails to attend school regularly or has been absent without the academy’s permission for more than 10 days. The full procedure, as circulated by KCSP in April 2016 in consultation with the local authority, can be found on the academy’s website.

Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify the local authority. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was a privately fostered child.

What is private fostering?

Private fostering 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. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

Academy staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered, you should tell the parent/carer that they must report the arrangement to Kent County Council at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Parents and carers can obtain a copy of the academy Child Protection & Safeguarding Policy and other related policies on request or can view via the academy website.

Induction and training

All academy-based staff and volunteers will be offered an appropriate level of safeguarding training. This will include internal academy responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DSL in line with government, local and diocesan guidance that currently requires this to be updated annually [latest draft requires annual updates]

The lead governor should receive safeguarding training from a strategic perspective on a three-yearly basis, to be disseminated by them to the rest of the Local Governing Body.

The Head Teacher will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DSL will ensure that all new staff, volunteers and clergy are appropriately inducted about the academy's internal safeguarding procedures and communication lines. A [Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff](#) sheet is available to be given to staff, volunteers and clergy to support this process.

Record keeping

Staff, volunteers and clergy must record any welfare concern that they have about a child or young person on the academy's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSL. All members of staff must be notified of where incident/concern forms are kept, and records must be completed as soon as possible after the incident/event and must be signed and dated. Any verbal conversations should be promptly recorded in writing.

Safeguarding records are kept separate from all other records relating to the child or young person in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only. **In the event that the DSL or Deputy DSL is unavailable and urgent access is needed, a secure accessibility protocol is in place.**

The Head Teacher will be kept informed of any significant issues by the DSL.

Detailed guidance on Record Keeping is found in a separate document "[Guidelines for Recording Keeping](#)" – Staff, volunteers and clergy MUST familiarise themselves with the responsibilities outlined in this document.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher.

Allegations against members of staff and volunteers

We recognise that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. **If there are any concerns about the Head Teacher these will be referred to the Chair of the Local Governing Body who will contact the Local Authority Designated Officer (LADO) and inform KCSP's Designated Lead Officer (currently the Chief Executive) immediately.**

All staff and volunteers need to be aware of the academy's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place

a child at risk. A copy of the Whistleblowing procedure is in all Safeguarding files and on the academy's website. **When in doubt – consult.**

For specific guidance on how to respond to allegations against staff or volunteers, please refer to the “**Procedures for Managing Allegations Against Staff**” which can be found on the academy's website.

Allegations against members of the clergy

In addition to necessary notification to the local authority in line with the above procedures, if an allegation is made against a member of the clergy or a member of a religious order, linked to an educational establishment, the Designated Safeguarding Lead will also notify the Diocesan Safeguarding Officer who will take a lead role for the Diocese in any investigation.

Managing allegations against other pupils

At KCSP we believe that all children should have a right to attend school and learn in a safe environment. Children should always be free from harm by adults and other children in and outside the academy. We recognise that some pupils will sometimes negatively affect the learning and well-being of others and their behaviour will be dealt with under the academy's Behaviour Policy.

Safeguarding allegations

Occasionally, allegations may be made against pupils by others in the academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the academy
- Indicates that young people outside the academy may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils present a safeguarding risk to other pupils. The academy should be alert to when a young person might represent a safeguarding risk to themselves or others; for example, they are returning to school following a period in custody or they have experienced serious abuse themselves.

Pupils in such circumstances will need an individual risk management and plan to ensure that they and other pupils are kept safe and that they themselves are not laid open to malicious allegations. Clearly, there are few hard and fast rules, and the risk assessment will demand levels of professional judgement to maximise the safety of all and will be developed with advice from specialist services. As ever, there is a need to balance the tension between individual privacy and ensuring safeguarding.

What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed immediately.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the local authority's designated officer (LADO) (or its equivalent if more than one local authority is implicated) to discuss the case and it may be that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome, and keep a copy in the files of both pupils' files. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). The DSL must also inform KCSP's Designated Lead

Officer (currently the Chief Executive) immediately. It may be appropriate to exclude the pupil being complained about for a period according to the academy's behaviour policy and procedures. Where neither the LADO or the police accept the complaint, a thorough academy investigation should take place into the matter using the academy's usual disciplinary procedures.

In situations where the academy considers a safeguarding risk is present, a risk assessment should be undertaken along with an appropriate plan to ensure safety, taking into account as appropriate any pertinent individual differences of an alleged victim or alleged perpetrator.

The plan should be monitored and a date set for review with everyone concerned.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment is not acceptable, is not an inevitable part of growing up and will never be tolerated in KCSP academies.

For the purposes of this policy, **sexual violence** between children refers to sexual offences under the Sexual Offences Act 2003 and includes: rape, assault by penetration, sexual assault. **Sexual harassment** between children refers to unwanted conduct of a sexual nature that can occur online and offline and can include: sexual comments, sexual "jokes" or taunting, physical behaviours (such as deliberately brushing against someone).

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. KCSP academies will challenge sexual harassment to ensure that these inappropriate behaviours are not normalized and provide an environment that may lead to sexual violence.

If any member of staff has any concern that a child is the victim or at risk of becoming a victim of sexual violence or sexual harassment between children, they **must** follow the guidance from the "Managing allegations against other pupils" section above. Detailed guidance on this area can be found in "[Sexual Violence and Sexual Harassment between children in schools and colleges](#)" published in December 2017.

KCSP academies must ensure that evidence-based content is delivered through the curriculum that is developed to be age and stage of development appropriate that tackles issues such as: healthy and respectful relationships; what respectful behaviour looks like; gender roles; stereotyping; prejudiced behaviour; and addressing cultures of sexual harassment.

Safeguarding children with SEN and Disabilities

KCSP acknowledges that children with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges as they have may impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

KCSP will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Working with other agencies

We recognise and are committed to our responsibility to work with other professionals and agencies both to ensure children and young people's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

The Academy is not the investigating agency when there are child protection concerns and the academy will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise a crucial part of this may be in supporting the child while these take place.

Confidentiality and information sharing

We recognise that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose any information about a pupil to other members of staff on a need to know basis.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member or volunteer, may be highly significant to a bigger picture of risk.

All staff, volunteers and clergy must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on dealing with disclosures can be found in the document "Child Protection - Dealing with Disclosures in School" and in Appendix 2. DfE Guidance on Information Sharing (published March 2015) provides further detail.

Disclosure of concerns to parent/carer

In all but the most exceptional circumstances, parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to.

Curriculum and staying safe

We will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social, emotional, psychological and spiritual understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children and young people to talk to a range of staff, volunteers and clergy. Pupils will be listened to and heard, and their concerns will be taken seriously and acted upon promptly and appropriately.

Online safety

It is recognised by the Kent Catholic Schools' Partnership (KCSP) that the use of technology presents challenges and risks to children and adults both inside and outside of the academy. KCSP identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

The DSL and leadership team must have read annex C regarding Online Safety within 'Keeping children safe in education' 2016, and confirmed or adjusted academy policy and practice accordingly.

Academies must ensure that appropriate filtering and monitoring systems are in place when pupils and staff access academy systems and internet provision. The academy must be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

KCSP acknowledges that whilst filtering and monitoring is an important part of an academy's online safety responsibilities, it is only one part of an academy's role. Children and adults may have access to systems external to academy control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the academy **Online Safety policy**.

Supervision and support

Any member of staff, volunteer and the clergy affected by issues arising from concerns for children's welfare or safety can seek support from the DSL, Head Teacher or, if necessary, the designated lead governor who will seek advice as appropriate.

All newly qualified teachers, classroom assistants and volunteers receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff, clergy, volunteers, and parents and carers in touch with outside agencies for professional support if they so wish.

Safe working practice

Staff are required to work within clear Guidelines on Safe Working Practice as set out in KCSP's Code of Conduct.

Children and young people may make allegations against staff or volunteers in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all academy staff, volunteers and clergy should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff, volunteers and clergy should be aware of the academy's Behaviour and Physical Intervention Policies and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in [Guidance for Safer Working Practice for Adults who Work with Children and Young People](#) (2015).

Staff, volunteers and clergy should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People**, the academy's **Online Safety Policy** and **Acceptable Use Policy** and the **Kent Safeguarding Children's Board document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People**.

Complaints

Kent Catholic Schools' Partnership has a **Complaints Policy** available to parents/carers, pupils/students, staff, volunteers and clergy who wish to report concerns. This can be found on the academy website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff**.

Safer recruitment

We are committed to ensure that all steps are taken to recruit staff, volunteers and clergy who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Local Governing Body and Academy Leadership Team are responsible for ensuring that the academy follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Local Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Local Governing Body complete accredited Safer Recruitment Training in line with government requirements.

PLEASE NOTE: THE FOLLOWING PARAGRAPH IS RELEVANT ONLY IN ACADEMIES WHERE TEACHERS FALL INTO THE REGULATIONS – FOR EXAMPLE OFFER CHILDCARE TO UNDER 5'S OR EXTENDED ACTIVITIES TO UNDER 8'S.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

The use of academy premises by other organisations

Where contracted services or activities are provided separately by another body using the academy premises, the Head Teacher and Local Governing Body will ensure that these bodies have appropriate policies and procedures in place with regard to safeguarding children and young people, and child protection, and that relevant safeguarding checks have been made in respect of staff, volunteers and clergy and that there are arrangements in place to link with the academy on such matters. Evidence of relevant safeguarding checks being in place will be sought by the academy's DSL before agreeing the use of academy premises. Such considerations will be made explicit in any contract of service level agreement. If assurance is not achieved, an application to use premises will be refused.

Security

All staff, volunteers and clergy have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The academy will not accept the behaviour of any individual (parent/carer or other) that threatens academy 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 academy site.

Arrangements for review, monitoring and evaluation

All policies related to safeguarding will be reviewed, in line with KCSP model policies, on an annual basis by the Local Governing Body which has responsibility for oversight of academy safeguarding and child protection systems. The Head Teacher will ensure regular reporting by the Designated Safeguarding Lead on safeguarding activity and systems in the academy to the Local Governing Body. The Local Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Any child protection incidents at the academy will be followed by a review of the safeguarding procedures within the academy and a prompt report to the Local Governing Body with consequent action.

In addition, the academy's designated safeguarding lead will monitor the operation of this policy and its procedures and will make termly briefings and an annual report to the Local Governing Body. Termly incident reports and copies of the annual report will be copied to the Trust. Templates for termly and annual reporting can be found at Appendix 3 and 4.

The Local Governing Body, led by the designated lead governor, will undertake an annual review of this policy and how their duties under it have been discharged. The LGB will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

Prior to any review of the policy, feedback will be sought by the designated governor from the DSL, staff, volunteers, parents/carers and pupils on the effectiveness of the policy.

Related safeguarding information, policies and procedures

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves

varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Further advice and guidance can be found on the [Kent Safeguarding Children Board website](#).

Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behavior

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Every member of staff recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

All staff and governors should complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The Designated Safeguarding Leads should also attend additional training which includes further information on the Prevent Duty which must be recorded on the Single Central Record.

So-called 'Honour-Based' Violence

KCSP are aware that So Called 'Honour-based' Violence (SCHBV) encompasses a range of crimes committed under a perverse view within sections of communities that they protect or defend the honour of the family and/or the community. These crimes include: female genital mutilation (FGM), forced marriage (FM), and practices such as breast ironing (BI).

The indicators of SCHBV and associated factors should be covered with staff, governors and other volunteers within the academy safeguarding training. All members of staff, governors and other volunteers must be alert to the possibility of a child being at risk of SCHBV, or already having suffered SCHBV. They must also be aware that all forms of SCHBV are abuse (regardless of the motivation) and must be handled and escalated as such. Staff must speak with the DSL if they are at all concerned about SCHBV.

All members of staff, governors and other volunteers must follow the academy and KCSP procedures, using existing national and local protocols for multi-agency liaison with police and CSC.

Female Genital Mutilation (FGM)

Academy staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM and are under a duty to notify police when they discover that FGM appears to have been carried out on a girl under 18 (NB For academy staff this will occur from a disclosure and not a physical examination). There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Girls at risk of FGM may not yet be aware if the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place include:

- Low level integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Talk about a 'special' procedure to become women.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage (FM)

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff, governors and other volunteers should report concerns regarding FM to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

Child Criminal Exploitation (County Lines)

'County Lines' is the term used to describe the approach taken by gangs originating from large urban areas, who travel to locations elsewhere such as county or coastal towns to sell class A drugs. Gangs typically recruit and exploit children and vulnerable young people to courier drugs and cash. Typically, users ask for drugs via a mobile phone line used by the gang. Couriers travel between the gang's urban base and the county or coastal locations on a regular basis to collect cash and deliver drugs.

Gangs recruit children and young people through deception, intimidation, violence, debt bondage and/or grooming. Gangs also use local property as a base for their activities, and this often involves taking over the home of a vulnerable adult who is unable to challenge them.

County lines was first identified in 2014. The first National Crime Agency threat assessment on county lines was published in August 2015 based on information gathered in 2014. An updated assessment by the National Crime Agency was published in November 2016, which provided a more comprehensive picture and showed that this was a growing issue. Whilst progress is being made,

more needs to be done. The Government is very keen to ensure that all the key sectors (police, safeguarding, children's services, adult social services, housing, schools and others) are aware and are taking this issue seriously. We have established a new Working Group on County Lines which will oversee a 12-month action plan to tackle this issue and brings together key departments, the National Police Chiefs' Council, National Crime Agency and other key partners.

It is critical that practitioners working directly with children and vulnerable adults are aware of what county lines is, how to identify those at risk or involved in county lines exploitation and what action to take. County lines cuts across several issues including: drug dealing, violence, gangs, exploitation, safeguarding, modern slavery and missing persons.

Further information, policies and procedures

There are a large number of related safeguarding information/policies that the DSL/s, academy leadership team and lead safeguarding governor are aware of and to which it will ensure that staff, volunteers and clergy have due regard, as appropriate, alongside this policy:

KCSP Policies and Procedures

- Child missing from education
- Child missing from home or care
- Health and Safety Policy
- Procedures for Managing Allegations Against Staff
- Whistleblowing Policy
- Code of Conduct for Staff

Policies and guidance documents for academies

- Online safety policy
- Behaviour policy
- Guidelines for the use of physical intervention
- Fabricated or induced illness
- Academy drug policy
- Racism/Anti-racism policy
- Bullying including cyber bullying/Anti-Bullying Procedure
- First Aid and Accident Policies
- Procedures for Assessing Risk (re school trips)
- Gangs and youth violence
- Intimate care guidance

Copies of the above documents are available to access via the academy website.

[Further Information and guidance documents on the following areas is available on the KCC 'Kelsi' website or the gov.uk website](#)

- Faith abuse
- [Searching, screening and confiscation](#)
- [Guidelines for Safeguarding Record Keeping in schools](#)
- [Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff](#)
- [Dealing with Disclosures in School](#)
- Guidance on the Use of Photographic Images
- Female genital mutilation
- Forced marriage
- Prevent (Radicalisation and extremism)
- Child sexual exploitation
- Gender-based violence/violence against women and girls (VAWG)
- DOH (2009) "Safeguarding Disabled Children – Practice Guidance"
- Teachers Standards 2012
- Guidance for Safer Working Practice for Adults Who Work with Children and Young People
- KSCB document: Safer Practice with Technology – Guidance for Adults Who Work with Children and Young People
- Safer Recruitment Guidelines
- Domestic violence
- Mental health
- Sexting
- Teenage relationship abuse
- Trafficking

Guidance

Recognition and categories of abuse

All staff, volunteers and clergy in the academy should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to Part 1 of 'Keeping Children Safe In Education' and 'What to do if you are worried a child is being abused'.

Staff, volunteers and clergy need to remember that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation (FGM), children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children and young people may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children and young people also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other 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. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Details of National Support Organisations

Support for staff

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

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk

- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Catholic Children's Society www.cathchild.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

So-Called Honour Based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and Child Sexual Exploitation (CSE)

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentsinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and Hate Crime

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk
- Prevent: www.gov.uk/government/publications/prevent-duty-guidance

Appendix 1 - Extract from "Keeping Children Safe in Education Part 1". DfE, 2016.

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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.

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

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

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, 12 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.

Appendix 2 – Local guidance on dealing with disclosures (The 6 Rs). KCC. 2015.

Procedure for dealing with disclosures (the 6 R's – what to do if):

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality;** you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: www.kscb.org.uk

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 3 – Termly report template

KCSP Termly Safeguarding and Child protection report – Academy activity for Terms x and x

ACADEMY:

DATE COMPLETED:

COMPLETED BY: [Designated Safeguarding Lead]

AGREED BY: [Head teacher / Safeguarding Lead Governor]

DATE AGREED:

Number of safeguarding incidents/concerns logged	
Number of children to whom these incidents/concerns relate	
Number of safeguarding referrals made to Children’s Social Services	
Number of safeguarding referrals made to Local Authority Designated Officer (LADO)	
Number of safeguarding referrals made to other services e.g. Early Help (EH)	
Number of formal allegations made against staff	
Number of staff to whom these allegations relate	
Number of Children in Care (Children Looked After)	
Number of children subject to a Child Protection Plan (CPP)	
Number of Children in Need (CHiN)	

Appendix 4 – Annual report template

Annual Report to KCSP and LGB on Child Protection and Safeguarding Children

Name of Academy	
Annual Report to KCSP and Local Governing Body on Child Protection and Safeguarding	Date:
This report is for the period:	From: To:

N.B. Details of this information are confidential – names and specific circumstances cannot be shared more widely.

Author:	Designation:
Name of Designated Safeguarding Lead:	Deputy DSL (if applicable)
Nominated Governor for CP and Safeguarding:	Date:

1) Summary of Safeguarding Training:

- *Designated Safeguarding Leads (DSLs), must undertake training consistent with DfE/Local Authority and Kent Safeguarding Children Board Guidance. (Training must be updated every two years).*
- *Teaching and other staff should have training updated every 3 years.*
- *List of register of attendees at whole staff group training event and certificate of validation (this should encompass all staff who have access to children).*
- *Details of Senior Manager and/or Governor who has undertaken Safer Recruitment Training in line with DfE model. It is now a requirement that any selection panel appointing staff to work with children has at least one member who has undertaken this training.*

Name	Role	Date	Training undertaken

2) Report on induction of new staff in safeguarding policy and procedures:

Staff	Overall Numbers in academy	Safeguarding induction given Y/N	Initial training Y/N
Teachers			
Governors			
Support			

3) Policies and other documents relating to safeguarding:

Policies & procedures for Safeguarding	Date in place	Next review date
Anti-bullying		
Behaviour		
KCSP Safeguarding & Child Protection Policy		
Single Central Record (staff vetting) *		
KCSP Data Protection Policy		
Equality Statement		
First Aid (including management of medical conditions, intimate care)		
KCSP Health & Safety		
Management of allegations against staff		
Online Safety (e-safety) including Acceptable Use Policies		

Safeguarding statement in academy prospectus		
Sex and Relationship Education		
KCSP Staff Code of Conduct		
Physical Intervention		
Use of photographs/video (LA Image Policy)		
KCSP Whistleblowing		
Risk Assessment (off site activity)		

*To include audit of DBS checks undertaken, references and validation of qualifications etc as referenced in DfE and KSCB Safe Recruitment guidance

5) Number of referrals made to Children’s Social Services during Academic year

Are any cases outstanding in terms of a response?

6) Number of pupils subject of a Child Protection Plan (at end of Academic year)

Category	Number	No. Case conferences	No. attended	No. reports submitted
Physical				
Sexual				
Emotional				
Neglect				

7) Number of children with an EHCP
(at end of academic year)

8) Number of Looked After Children:
(at end of academic year)

9) Number of allegations made against staff:
(during Academic year)

10) Number of exclusions: Permanent:
Fixed term:

11) Number of reported bullying incidents that have resulted in action via the academy
bullying policy (during academic year)

12) Number of reported online safety incidents (during academic year)

13) Overall attendance % for academic year

14) Other comments on safeguarding issues or concerns:

15) Managed moves during academic year:

• Inwards

• Outwards

16) Comparison information from the previous year

17) Trends and impact of any new legislation or guidance

18) Any deficiencies in the safeguarding procedures and actions required to rectify them

19) Any other areas identified for improvement
