



# Child Protection & Safeguarding

Policy, Procedure and Guidance

Approving Body	Board of Directors
Approval Date	October 2018
Review Date	December 2019



# Stella Maris Catholic Primary School

## Key contact personnel

Designated Safeguarding Lead: Lisa Huotari

Deputy Designated Safeguarding Lead: Andrew Langley, Clare Archibald

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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: October 2018

Date of next review: (Annual)

## Contents

Introduction.....	5
Contact details for other key personnel.....	5
Aims of this policy.....	5
The Management of Safeguarding.....	6
Roles and Responsibilities.....	6
Procedures.....	8
What to do in the absence of the academy’s DSL or Deputy DSL.....	10
What to do if you remain concerned about a child.....	10
Induction and training.....	11
Record keeping.....	12
Allegations against members of staff and volunteers.....	13
Allegations against members of the clergy.....	13
Managing allegations against other pupils including allegations of ‘Peer on Peer’ abuse.....	13
Sexual violence and sexual harassment between children.....	16
Safeguarding children with SEN and Disabilities.....	16
Working with other agencies.....	17
Confidentiality and information sharing.....	17
Disclosure of concerns to parent/carer.....	17
Curriculum and staying safe.....	17
Online safety.....	18
Supervision and support.....	18
Safe working practice.....	19
Complaints.....	19
Safer recruitment.....	19
The use of academy premises by other organisations.....	20
Security.....	20
Arrangements for review, monitoring and evaluation.....	21
Related safeguarding information, policies and procedures.....	21
Child Sexual Exploitation (CSE).....	21
The ‘Prevent Duty’.....	22
So-called ‘Honour-Based’ Violence.....	23
Child Criminal Exploitation (‘County Lines’).....	24
Further information, policies and procedures.....	26
Guidance.....	28
Appendix 1 - Extract from “Keeping Children Safe in Education Part 1” (DfE, 2019).....	31
Appendix 2 – Local basic guidelines for dealing with disclosures.....	33
(KCC 2015).....	33
Appendix 3 – Termly report template (Three times per year).....	35
Appendix 4 – Annual report template.....	36

*“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 2019 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Kent and Medway Safeguarding Children Procedures (online)
- Ofsted: Education Inspection Framework 2019
- Early Years and Foundation Stage Framework 2017 (EYFS)
- Sexual Violence and Sexual Harassment between children (2018)

Section 175 of the Education Act 2002 requires 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 Catholic 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, directors, 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 academy 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 the appropriate action

- provide a safe environment in which children can learn.
- read and understand:
  - This Child Protection & Safeguarding policy
  - Part one of the DfE guidance “*Keeping Children Safe in Education*” that covers essential Safeguarding information; and academy leaders and staff that work directly with children should also read Appendix 1;
  - Trust Staff Code of Conduct;
  - The Academy’s Behaviour policy
  - The Procedure for Children Missing Education;
  - ‘What to do if you’re worried a child is being abused’

**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 and publicising 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
- responsibility for monitoring the safeguarding of pupil’s educated offsite
- 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 (three times per year) incident report and annual report for the Governing Body and the Trust Board regarding the monitoring and adherence to this safeguarding policy. Templates for termly and annual reports can be found at Appendix 3 and 4.

**The Trust Lead Safeguarding Officer and the Trust Lead Safeguarding Director will:**

- ensure that this model Child Protection & Safeguarding policy is updated and reviewed annually and made available to academies for their use
- review the termly and annual reports from Governing Bodies regarding the monitoring and adherence of this policy and provide a report to the Trust Board on the impact of the policy and make recommendations for action if required

**The Trust Board will:**

- receive reports from the Trust Lead Safeguarding Director and the Trust Lead Safeguarding Officer regarding the impact of this policy and take decisions on any recommended actions.

**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 this 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 GB and Trust Board regarding the monitoring of and adherence to of this safeguarding policy.

**The Executive Principal/Headteacher and the 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
- ensure the DSL provides an annual report to the 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.
- ensure that the Single Central Record is accurate and up to date by carrying out regular checks.

## Procedures

We adhere to the Kent Local Safeguarding Children Board (Kent LSCB) Safeguarding Children Procedures (Online, April 2018). The full Kent LSCB procedures document and additional guidance relating to specific safeguarding issues can be found on their website [www.kscb.org.uk](http://www.kscb.org.uk) (this will be updated when Kent Safeguarding Children Multi-agency Partnership arrangements are published)..

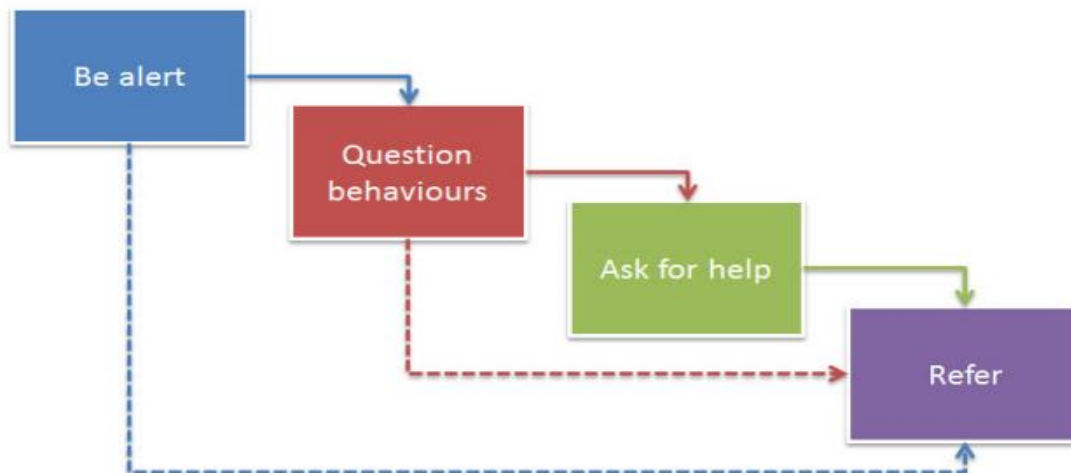
Where a child lives outside of Kent, the academy will follow the procedures for that area's Local Safeguarding Children's Board.

Additional guidance for staff includes:

- 'What to do if you are Worried About a Child Being Abused' (DfE 2015)
- Information Sharing advice for safeguarding practitioners (2018)
- Kent and Medway Inter-Agency Threshold Criteria for Children in Need
- The Assessment Framework for Children in Need and their Families (2000)

'What to do if you are worried about a child being abused' (DfE 2015) identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All staff members are expected to be aware of and follow this approach:





It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children’s social care and/or the police.

**The role of the academy in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
- Advice may also be sought from the Early Help Triage Team. **Note – this process is currently under review and therefore may change.**
- 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.

All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, gaining appropriate consents, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to Specialist Children’s Services if the situation doesn’t appear to be improving for the child.

New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or Inter-Agency Referral Form for referrals to Specialist Children’s Services (SCS). These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KSCB). 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 Central Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / team.

All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

**In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child 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 do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation.**

### ***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 Academy Principal/Headteacher, the KCC Education Safeguarding Team or Specialist Children's Services details of which can be found on page 2 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**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay as set out in the attendance policy which can be found on the academy website.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the academy as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2018) the academy has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - Leave the academy to be home educated

- Move away from the academy's location
- Remain medically unfit beyond compulsory school age
- Are in custody for four months or more (and will not return to school afterwards): or
- Are permanently excluded.

We will ensure that pupils who are expected to attend the academy but fail to take up the place are referred to the local authority.

When a pupil leaves the academy, we will record the name of the pupil's new school and their expected start date.

We will inform the 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 or 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.

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 close family relative for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. 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 staff and volunteers (including directors and clergy) will be given an appropriate level of safeguarding training.

Induction training – this is mandatory and must include:

- child protection and safeguarding policy

- behaviour policy
- staff code of conduct
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies) see KCSIE 2018.

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 Trust, government, local and diocesan guidance that currently requires this to be updated annually. In addition to this annual update:

- The Executive Principal/Headteacher 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 lead governor should receive safeguarding training from a strategic perspective upon commencement of their role and then on a three-yearly basis, to be disseminated by them to the rest of the Governing Body.

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). The academy incident/concern form can be found in the Staff Room and the Headteacher's office. The DSL should be informed that a concern has been raised in person or by e-mail (any communication by e-mail should not include any details, but simply request an urgent meeting or phone conversation). 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 the academy. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only. The DSL will ensure that the record keeping processes adhere to the KCSP Records Management policy and the Data Protection Act 2018. **In the event that the DSL or Deputy DSL is unavailable and urgent access is needed, a secure accessibility protocol is in place and can be found in the School Office.**

The Executive Principal/Headteacher/Principal 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 Headteacher/Principal.

## **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 Executive Principal/Headteacher/Principal 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 Headteacher/Principal or Executive Principal these will be referred to the Chair of the Governing Body who will contact the Local Authority Designated Officer (LADO) and inform the KCSP Lead Officer immediately as identified at the beginning of this Policy.**

**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 Trust's Whistleblowing procedure is in all Safeguarding files and on the academy's website. The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 8005000.

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.

## **Allegations against members of the Trust Executive or Board of Directors**

Where there are concerns about members of the Trust Executive or Board of Directors, the member of staff should contact the Local Authority Designated Officer (LADO) without delay.

## **Managing allegations against other pupils including allegations of 'Peer on Peer' abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Gender-based violence
- Discriminatory behaviour
- Upskirting
- Sexting (also known as youth produced imagery); and
- Initiation-type violence and rituals.

Abuse is abuse and should never be tolerate or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

KCSP 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. KCSP 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 other pupils may have been affected by this pupil
- 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.

### **Sexting**

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

### **Minimising the risk of safeguarding concerns towards pupils from other pupils**

On occasion, some pupils present a safeguarding risk to other pupils. The academy will 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 (identified at the beginning of this Policy) 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

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 May 2018.

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.

At this academy we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Training support staff to monitor and report on pupils’ moods and other behaviour indicators on a day-to-day basis
- Devoting additional time as necessary to regular mentoring meetings, with a focus on listening to the pupils’ concerns and anxieties



- Discussing pupils' safeguarding needs as appropriate with relevant outside agencies (medical, social services etc)
- Tracking behaviour incidents through the Supportive Behaviour Management approach

## **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/Principal 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 guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE 2018).

### ***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**

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Safeguarding and Staying Safe is taught through the Religious Education curriculum, the Relationships and Sex Education programme, Information and Communications Technology (e-safety lessons), in Assemblies and through the implementation of the Supportive Behaviour Management policy.

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 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 read annex C regarding Online Safety within 'Keeping children safe in education' 2018, 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, Headteacher/Principal 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 Staff 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. Further guidance can be found in 'Searching, Screening and Confiscation' (2018).

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

KCSP 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

KCSP is 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 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.

Appendix 5 sets out the Trust's policy and procedure for Safer Recruitment and DBS checks. The Trust Recruitment Policy provides further detail on safer recruitment requirements.

The Governing Body will ensure that the Headteacher/Principal, other senior staff responsible for recruitment and one member of the 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](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.

## **The use of academy premises by other organisations**

Where contracted services or activities are provided separately by another body using the academy premises, the Headteacher/Principal and 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 visitor's 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 Governing Body which has responsibility for oversight of academy safeguarding and child protection systems. The Headteacher/Principal will ensure regular reporting by the Designated Safeguarding Lead on safeguarding activity and systems in the academy to the Governing Body. The 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 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 Governing Body. Termly incident reports and copies of the annual report will be copied to the Trust Board. Templates for termly and annual reporting can be found at Appendix 3 and 4.

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

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of the internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);  
and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

## **The ‘Prevent Duty’**

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

As part of the Counter-Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’.

Where staff are concerned that children and young people are developing extremist views or show signs of being radicalized, they should discuss this with the Designated Safeguarding Lead who is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### *Recognising Extremism*

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages or similar to illegal organisations or other extremist groups
- Out of character changes in dress, behavior and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others.

## **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 KSCP procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.

### *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
- Patterns of attendance
- 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](mailto: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 and Anti-Bullying policy
- Guidelines for the use of physical intervention
- Equality policy
- Supporting Pupils with Medical Conditions Policy
- Intimate care guidance
- Safer Recruitment
- Complaints Policy

**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 [Kelsi 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](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Catholic Children's Society [www.cathchild.org.uk](http://www.cathchild.org.uk)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://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](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### Online Safety

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

### **Radicalisation and Hate Crime**

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

## Appendix 1 - Extract from “Keeping Children Safe in Education Part 1” (DfE, 2019)

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**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 from 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment);

protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



## **Appendix 2 – Local basic guidelines for dealing with disclosures (KCC 2015)**

When a child discloses abuse:

1. Stay calm and listen
2. Go slowly
3. Reassure them that they have not done anything wrong
4. Be supportive
5. Gather essential facts
6. Tell what will happen next
7. Report
8. Make notes

### **1. Stay calm**

- An abused or neglected child or young person needs to know that you are available to help them.
- Reactions of shock, outrage, or fear might make them feel more anxious or ashamed.
- A calm response reassures that what has happened is not so bad and can be worked through.

### **2. Go slowly**

- It is normal to feel inadequate or unsure about what to do or say when a child or young person tells you about their abuse.
- Proceed slowly.
- Gentle and open-ended questions such as: "Can you tell me more about what happened?" are helpful.
- Avoid questions that begin with "why".

### **3. Be reassuring**

- Reassure the child or young person that they have not done anything wrong.
- Avoid questions that are usually associated with getting into trouble.
- Avoid using "why" questions.

### **4. Be supportive**

- Let the child or young person know:
  - they are not in trouble
  - they are safe with you
  - you are glad that they have chosen to tell you about this
  - they have done the right thing telling about this
  - you are sorry that they have been hurt or that this has happened to them
  - you will do everything you can to make sure they are not hurt again
  - you know others who can be trusted to help solve this problem

### **5. Get only the essential facts**

- Be brief.
- Limit your discussion to finding out generally what took place.
- When you have sufficient information and reason to believe that abuse and/or neglect has occurred, gently stop gathering facts and be supportive.

### **6. Tell what will happen next**

- Don't make promises to the child about what may or may not happen next.
- Provide only reassurance that is realistic and achievable.

- Discuss with the child what you think will happen next and who will be involved.

### **7. Report to the Designated Safeguarding Lead**

- Report disclosures of abuse or neglect immediately to the DSL for follow-up and referral. - Express your willingness to help the child through the steps which will follow, if appropriate.

### **8. Make notes**

- Make notes of all comments. Use the child's or young person's exact words where possible.  
- Save all drawings and artwork. This information may need to be shared with Children's Social Services and the police.

NOTE: Disclosures relating to allegations against colleagues and members of staff should be treated in the same way. This information must be passed immediately to the appropriate person as outlined in section 10 who will ensure the appropriate procedures are followed.

## Appendix 3 – Termly report template (Three times per year)

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

**ACADEMY:**

**DATE COMPLETED:**

**COMPLETED BY: [Designated Safeguarding Lead]**

**AGREED BY: [Headteacher/Principal / 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 GB on Child Protection and Safeguarding Children

Name of Academy	
Annual Report to KCSP and 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.*
- *Details of Governor trainer, particularly the Safeguarding Lead Governor*

Name	Role	Date	Training undertaken

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

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

**3) Policies and other documents relating to safeguarding:**

<b>Policies &amp; procedures for Safeguarding</b>	<b>Date in place</b>	<b>Next review date</b>
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		
<b>Risk Assessment (off site activity)</b>		

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

4) Number of referrals made to Children's Social Services during Academic year

Are any cases outstanding in terms of a response?

5) 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				

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

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

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

9) Number of referrals to CAMHs (during academic year)

10) Number of allegations of peer on peer abuse (during academic year)

11) Number of exclusions: Permanent:

Fixed term:

**12)** Number of reported bullying incidents that have resulted in action via the academy anti-bullying policy (during academic year)

**13)** Number of reported incidents (during academic year) for the following areas:

(a) Online safety incidents

(b) Racial incidents

(c) Homophobic incidents

**14)** Overall attendance % for academic year

**15)** Other comments on safeguarding issues or concerns:

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**16)** Managed moves during academic year:

• Inwards

• Outwards

**17)** Comparison information from the previous year

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**18)** Trends and impact of any new legislation or guidance

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

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**20)** Any other areas identified for improvement

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## **Appendix 5 – Safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the academy or Trust's single central record (SCR). Copies of these checks, where appropriate, will be held in individual's personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **Appointing new staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on shortlisted candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they supervised or not.

## **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could is significant)
- Where the individual has received a caution or conviction for relevant offence
- If there is reason to believe that the individual has committed a list relevant offence, under the 'Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009'
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

## **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made. In addition, all agency and third party staff working in academies within KCSP are required to show their own enhanced DBS certificates prior to, or at the point of, starting, and as a KCSP academy, we reserve the right to withdraw such a placement if the certificate gives rise to a safeguarding concern.

## **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the academy has had the appropriate check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the academy.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In addition, all student teachers undertaking placements in academies within KCSP are required to show their own enhanced DBS certificates prior to, or at the point of, starting, and as a KCSP academy, we reserve the right to withdraw such a placement if the certificate gives rise to a safeguarding concern.

In academies with pupils under 8 this will include checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

## **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- In academies with pupils under 8, ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain record for our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

## **Governors**

- All governors, including Trust Board Directors, will have an enhanced DBS check without barred list information
- A section 128 check will be required for all Trust Board Directors and any governors if they have been delegated any management responsibility
- They will have an enhanced check with barred list information if working in regulated activity.
- The Chair of the Trust Board will have their DBS check countersigned by the secretary of state.
- All Directors and governors will also have the following checks:
  - Right to work in the UK
  - Other checks deemed necessary if they have lived or worked outside the UK.

## **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances

of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the academy makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the academy is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.