

# **THE CEDAR FEDERATION**

## **IFIELD SCHOOL & KING'S FARM PRIMARY SCHOOL**

### **Safeguarding & Child Protection Policy**

Approved: Autumn 2020 – updated Spring 2021

Review date: Autumn 2021

# **SAFEGUARDING & CHILD PROTECTION Policy**

## **The Cedar Federation Ifield School & King's Farm Primary School**

### **Key contact personnel in School**

Designated Safeguarding Lead:

#### **Ifield School**

Mr Joe White – Assistant Headteacher

Deputy Designated Safeguarding Leads

#### **Ifield School**

Mrs Abigail Birch – Executive Headteacher

Miss Maddy Jones – Head of School

Mrs Emma Dodd – Assistant Headteacher

Mr Paul Jackson – Deputy Director

Miss Denise Moore – Head of Sixth Form and LINK19

Mrs Sam Hargood – Key Stage 4 Teaching & Learning Lead

Mrs Glynda Cullen – Key Stage 5 Teaching & Learning Lead

Mrs Susan High – STLS Teacher

Designated Safeguarding Lead:

#### **King's Farm Primary School**

Mr Chris Jackson – Head of School

Deputy Designated Safeguarding Leads

#### **King's Farm Primary School**

Mrs Abigail Birch – Executive Headteacher

Mr Paul Jackson – Deputy Director

Mr Wayne Matthias - SENCO

Mrs Keyli Clarke – Family Support Worker

Mr Tony Pring – Assistant Headteacher

Mrs Lynsey Gray – Assistant Headteacher

Mrs Jane Lazarus – Class Teacher

**Named Safeguarding Governors: Mr Andrew Sparks & Miss Clare Espline**

**This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say that they have read and understood its content and Part 1, Keeping Children Safe in Education, September 2020.**

This policy will be reviewed at least annually and / or following any updates to national and local guidance procedures.

## Contents

	<b>Page no</b>
What to do if you have a welfare concern – flowchart	3
1. Introduction and ethos	4
2. Policy Context	4
3. Definition of safeguarding	5
4. Related safeguarding policies	6
5. Policy Compliance, Monitoring & Review	7
6. Key responsibilities	7
7. Recognising Indicators of Abuse and Neglect	10
8. Safeguarding and child protection procedures	11
9. Record keeping	12
10. Multi-Agency Working	13
11. Confidentiality and information sharing	13
12. Complaints	14
13. Staff induction, awareness and training	14
14. Safe working practice	15
15. Staff supervision and support	15
16. Safer recruitment	16
17. Allegations against members of staff and volunteers	17
18. Safeguarding children with special educational needs and disabilities	18
19. Peer on Peer Abuse	18
20. Gangs, County Lines, Violent Crime and Exploitation	19
21. Mental Health	19
22. Online safety	20
23. Curriculum and staying safe	22
24. The use of school premises by other organisations	23
25. Security	23
26. Local support	23
Appendix 1: What school and college staff should look out for (KCSIE 2020)	26
Appendix 2: Categories of Abuse	30
Appendix 3: National Support Organisations	33
Appendix 4: Further Safeguarding Information (Annex A KCSIE 2020)	35
Appendix 5: Keeping yourself safe when responding to disclosures	43
Appendix 6: Safeguarding Incident / Concern Form (Ifield)	44
Appendix 7: Ifield School staff information leaflet	46
Appendix 8: Ifield School safeguarding notice about visitors	47
Appendix 9: King’s Farm Safeguarding Recording pro-formas	48
Appendix 10: Kent Support Levels Guidance	54
Appendix 11: Ifield STLS Safeguarding Procedures	56

# What to do if you have a welfare concern in **The Cedar Federation**

## Why are you concerned?

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

## Act immediately and record your concerns (if urgent, speak to a DSL first)

- Follow the schools procedure (Immediately record concerns and share with DSL)
  - Reassure the child
  - Clarify concerns if necessary (**TED: Tell, Explain, Describe**)
  - Use child's own words
  - Sign and date your records
  - Seek support for yourself if required from DSL

## Inform the Designated Safeguarding Lead

**Ifield School:** Mr Joe White – Assistant Headteacher (DSL), Mrs Abigail Birch – Executive Headteacher, Miss Maddy Jones – Head of School, Mrs Emma Dodd – Assistant Headteacher, , Mrs Sam Hargood – Key Stage 4 Teaching & Learning Lead, Mrs Glynda Cullen – Key Stage 5 Teaching & Learning Lead, Miss Denise Moore – Head of Sixth Form, Mr Paul Jackson – Deputy Director, Mrs Susan High – STLS Teacher,  
**King's Farm Primary School:** Mr Chris Jackson – Head of School (DSL), Mrs Abigail Birch – Executive Headteacher, Mr Wayne Matthias – SENCO, Mrs Keyli Clarke – Family Support Worker, Mr Paul Jackson – Deputy Director, Mr Tony Pring – Assistant Headteacher, Mrs Lynsey Gray – Assistant Headteacher, Mrs Jane Lazarus – Class Teacher

## Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm. E.g. unsafe to go home
- Access the Kent Safeguarding Support Level Guidance document and procedures: [www.kscmp.org.uk](http://www.kscmp.org.uk)
- Refer to other agencies as appropriate e.g. Internal or community services, LADO, Early Help Open Access, Police or Request for Support for integrated childrens services
- If unsure then consult with Area Education Safeguarding Adviser (03000 412445, 0774083798) or Local Authority Social Worker at the Front Door.

## If you are unhappy with the response Staff:

- Follow local escalation procedures
- Follow the Federation Whistleblowing Procedure
- Seek advice from the Education Safeguarding Team (03000 415788)
- Contact the Safeguarding Governor
- Contact the NSPCC Whistleblowing Line (0800 0280285)

## Pupils and Parents:

- Follow school complaints procedures (available upon request from the school office and on school websites)

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

## Monitor

Be clear about:

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

Review and request further support (if necessary)

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

***In the event of the DSL and all Deputy DSLs being unavailable at the school with a concern, please contact the DSL from the other school, either Ifield or King's Farm.***

## 1. Introduction and ethos

- The Cedar Federation recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and pupils) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at Ifield School and King's Farm Primary School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- The Cedar Federation believe that the best interests of children always come first. All children (defined as those up to age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- The Cedar Federation recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
  - **Prevention** ( e.g. positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
  - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns);
  - **Support** (for all pupils, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm);
  - **Working with parents and other agencies** (to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise).
- The Cedar Federation expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third party agency staff and volunteers and are consistent with those outlined within KCSIE 2020.

## 2. Policy Context

- 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 2020 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted: Education Inspection Framework' (2019)
  - Framework for the Assessment of Children in Need and their Families (2000)

- Kent and Medway Safeguarding Children Procedures (Online)
  - Early Years and Foundation Stage Framework 2017 (EYFS)
  - The Education Act 2002
  - The Education (Independent School Standards) Regulations 2014
  - The Non-Maintained Special Schools (England) Regulations 2015
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
  - The Cedar Federation is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
  - We acknowledge that some pupils will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

### **3. Definition of safeguarding**

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  - Protecting children from maltreatment;
  - Preventing impairment of children’s mental and physical health or development;
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - Taking action to enable all children to have the best outcomes.
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
  - Abuse and neglect
  - Bullying (including cyberbullying)
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation
  - Contextual Safeguarding (Risks outside the family home)
  - County Lines
  - Domestic Abuse
  - Drugs and alcohol misuse
  - Fabricated or induced illness
  - Faith abuse
  - Female Genital Mutilation (FGM)
  - Forced marriage
  - Gangs and youth violence

- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on Peer Abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious Violence
- Sexual violence and sexual harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2020)

#### **4. Related safeguarding policies**

This policy is one of a series in the school’s integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below. (to be read and followed alongside this document)

- Behaviour Management, linked to the Use of Physical Intervention
- Searching, screening and confiscation
- Online Safety; Social Media and Mobile Technology
- Anti-Bullying
- Data Protection and Information Sharing
- Image Use
- Relationship & Sex Education
- Personal and Intimate Care
- Health and Safety, including plans for school reopening
- Attendance
- Risk Assessments (e.g. school trips, use of technology, school reopening)
- First Aid and Accidents
- Managing Allegations Against Staff
- Code of Conduct for Staff (including Acceptable Use of Technology/AUP)
- Safer Recruitment
- Whistle-Blowing
- Supporting pupils with medical conditions

#### **Supporting Guidance (to be read and followed alongside this document)**

- Teachers Standards 2012
- “Safeguarding Disabled Children – Practice Guidance” - DOH, 2009
- “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - Safer Recruitment Consortium, October 2015
- “What to do if you are worried a child is being abused” – DfE, March 2015
- KSCMP document: “Safe Practice with Technology – Guidance for Adults who Work with Children and Young People”

- KCC Safeguarding Children and Child Protection – “Induction Leaflet Guidelines for School Staff”
  - KCC Guidelines for “Safeguarding Record Keeping in Schools”
  - KCC Advice notes - “Dealing with Disclosures in School”
  - Early Years Foundation Stage 2014 Welfare Requirements
  - Teaching Assistant Standards (2016)
  - Safer Recruitment
  - Keeping Children Safe in Education, September 2020
- **These documents can be found on the Safeguarding Board in the school staffrooms. At Ifield School, all policies are available for inspection in the front office. At King’s Farm School, all policies are available for inspection in the staff room.**
  - **They are also available to access via the school website:**  
<http://www.ifieldschool.com/page/?title=School+Policies&pid=21>  
<http://www.kings-farm.kent.sch.uk/Policies/>

## 5. Policy Compliance, Monitoring & Review

- The Cedar Federation will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. **At Ifield School, all policies are available for inspection in the front office and are available to access from staff areas of the shared drive. At King’s Farm School, all policies are available for inspection in the staff room or on the staff shared drive.**
- Parents / carers can obtain a copy of the federation Safeguarding and Child Protection Policy and other related policies on request. Additionally, some of our policies can be viewed via the school websites.
- The policy forms part of our school development plans and will be reviewed annually by the governing body which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and Heads of Schools will ensure regular reporting on safeguarding activity and systems 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.

## 6. Key responsibilities

- The Governing Body have read and will follow KCSIE 2020.
- The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will support the DSL and have oversight in ensuring that the school



has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies and structures supporting safeguarding children are reviewed at least annually and when required.

- The Governing Body, Executive Headteacher, Heads of Schools and Leadership Team will ensure that the Designated Safeguarding Lead is properly supported in their role.

## **6.1 Designated Safeguarding Lead (DSL)**

- Each school has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL).

Designated Safeguarding Leads are:

- Ifield School – Assistant Headteacher, Mr Joe White
- King’s Farm School – Head of School, Chris Jackson

- Additionally, the schools have appointed Deputy DSLs who have delegated responsibilities and act in the DSLs absence.

Deputy Designated Safeguarding Leads are:

### **Ifield School**

- Mrs Abigail Birch – Executive Headteacher
- Mrs Emma Dodd – Assistant Headteacher
- Mr Paul Jackson – Deputy Director
- Miss Maddy Jones – Head of School
- Miss Denise Moore – Head of Sixth Form and LINK19
- Mrs Sam Hargood – Key Stage 4 Teaching & Learning Lead
- Mrs Glynda Cullen – Key Stage 5 Teaching & Learning Lead
- Mrs Susan High – STLS Teacher

### **King’s Farm Primary School**

- Mrs Abigail Birch – Executive Headteacher
- Mr Paul Jackson – Deputy Director
- Mr Wayne Matthias - SENCO
- Mrs Keyli Clarke – Family Support Worker
- Mr Tony Pring – Assistant Headteacher
- Mrs Lynsey Gray – Assistant Headteacher
- Mrs Jane Lazarus – Class Teacher

- The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSL’s training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually (e.g. *e-Bulletins, conferences, local meetings, internal and external training*), to keep up with any developments relevant to their role.

- The Executive Headteacher will be kept informed of any significant concerns by the DSL.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSL to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual children
    - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher.)
  - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
  - Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary
  - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor the school's role in any multi-agency plan for a child.
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
  - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
  - Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities
  - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020).

## 6.2 Members of staff

- **All members of staff have a responsibility to:**
  - Provide a safe environment in which children can learn.
  - Be prepared to identify children who may benefit from early help.
  - Understand the early help process and their role in it.
  - Understand their schools safeguarding policies and systems.
  - Undertake regular and appropriate training which is regularly updated.
  - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
  - Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
  - Be able to identify and act upon indicators that children are, or at risk of developing mental health needs.
  - Know how to maintain an appropriate level of confidentiality.
  - Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

### 6.3 Children and young people

- **Children and young people (pupils) have a right to:**
  - Feel safe, be listened to, and have their wishes and feelings taken into account.
  - Contribute to the development of school safeguarding policies.
  - Receive help from a trusted adult.
  - Learn how to keep themselves safe, including online.

### 6.4 Parents and Carers

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

Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website

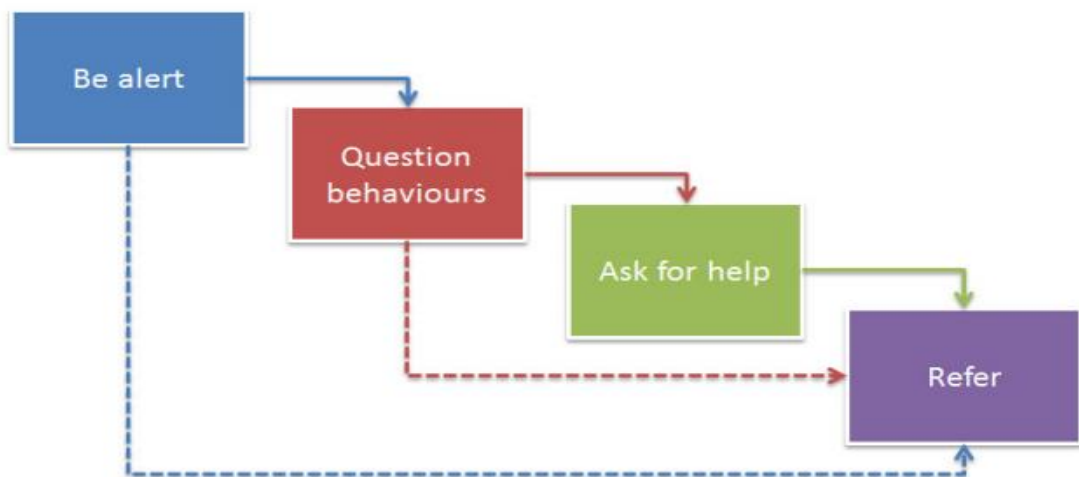
<http://www.ifieldschool.com/page/?title=School+Policies&pid=21>  
<http://www.kings-farm.kent.sch.uk/Policies/>

## 7. Recognising Indicators of Abuse and Neglect

- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020. This is outlined locally within the [Kent Support Levels Guidance](#).
- The Cedar Federation recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

For further information see Appendix 1

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



'What to do if you are worried a child is being abused' 2015

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.
- Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside the school and / or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

## 8. Safeguarding and child protection procedures

- The Cedar Federation recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- The Cedar Federation adheres to the Kent Safeguarding Children Multi-Agency Partnership Procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website [www.kscmp.org.uk](http://www.kscmp.org.uk).

- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Ifield School and King's Farm Primary School are [Operation Encompass](#) Schools. This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- Ifield School and King's Farm Primary School recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- The DSL may seek advice or guidance from Area Education Safeguarding Adviser from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
  - Parents/carers will be informed 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.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from a Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation from a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

## 9. Record keeping

- All safeguarding concerns, discussions and decisions and reasons for those decisions, will be recorded in writing on the school safeguarding incident concern form and passed without delay to the DSL. A body map will be completed if injuries have been observed.

- If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Safeguarding/concern forms are kept in the staffroom, school office and the shared area on the staff network.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

## **10. Multi-agency working**

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

## **11. Confidentiality and information sharing**

- The Cedar Federation recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Executive Headteacher or DSL will only disclose information about a pupil on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- Ifield School and King's Farm Primary School have an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our schools are compliant with all matters relating to confidentiality and information sharing requirements. DPO services are purchased through SPS SPO Services, iSystems Integration, Devonshire House, 29-31 Elmfield Road, Bromley, Kent, BR1 1L.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).
- DfE Guidance on Information Sharing (July 2018) provides further detail. This can be found in the staff room and school office at Ifield School. At King's Farm School this can be found in the family support worker's office.

## 12. Complaints

- The Cedar Federation has a Complaints Procedure available to parents, pupils/students and members of staff and visitors who wish to report concerns. This can be found in the school office and on the school 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 policy. This can be found in the school office.

## 13. Staff induction, awareness and training

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2020) which covers Safeguarding information for all staff.
  - School leaders, including the DSL will read the entire document.
  - School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2020.
  - All members of staff have signed to confirm that they have read and understood KCSIE . **(This information is kept on the single central record).**
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff and temporary staff) receive child protection training to ensure they are aware of the school's internal safeguarding processes as part of their induction.
- All staff members (including agency and third-party staff and temporary staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.

- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be achieved via online training, video training and safeguarding will be a standing agenda item for teachers meetings, TA briefings and ELT meetings (Ifield). Where required, individual members of staff will be spoken to directly by DSLs.
- All staff members (including agency and third-party staff and temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy.
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies. This will be facilitated through regular safeguarding meetings where all DSLs can discuss concerns arising and review elements of the safeguarding policy. Feedback from staff in teacher meetings will be minuted and reviewed where this relates to the safeguarding policies or adaptations to procedures.
- The DSL and Head of School will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body (Mr Andrew Sparks and Miss Clare Espline), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

#### **14. Safe working practice**

- All members of staff are required to work within clear guidelines on Safe Working Practice as outlined in the federation Code of Conduct.
- Staff will be made aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions / use of reasonable force (Positive Handling) must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social network sites etc.) Staff will adhere to relevant school policies including staff code of conduct, online safety and Acceptable Use policies.

#### **15. Staff supervision and support**

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:



- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
  - The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.
  - The schools provide a termly Supervision Surgery for all staff to share any concerns or issues they may have.

## **16. Safer recruitment**

- The Cedar Federation is committed to ensure that a safe culture is developed and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and staff .
- Ifield School and King's Farm Primary School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- The Governing Body and Leadership Team are responsible for ensuring that the schools follow safe recruitment processes outlined within guidance.
- The Cedar Federation maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- 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.
- 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.
- We will ensure that all staff and volunteers have read the staff code of conduct and staff handbook and understand that their behaviour and practice must be in line with it.

## 17. Allegations against members of staff and volunteers

- The Cedar Federation recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that:
  - Indicates they have harmed a child, or may have harmed a child;
  - Means they have committed a criminal offence against or related to a child;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- The Cedar Federation has a Managing Allegations Against Staff Policy
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice potential failures in the school safeguarding regime. The leadership team will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the Executive Headteacher, Head of School or DSL who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the Executive Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
- All members of staff are made aware of the school's Whistle-blowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
  - Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- The Cedar Federation has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.
  - If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

**When in doubt – consult**

## **18. Safeguarding children with Special Educational Needs and Disabilities**

- The Cedar Federation acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as 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. At Ifield School, the DSL will liaise closely with teachers and the speech and language therapy team to plan support as required. At King's Farm Primary School, the DSL will work closely with the SENDCO to plan support as required.
- The Cedar Federation 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 and exploitation.
- 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. To address these additional challenges, our schools will always consider extra pastoral support for children with SEN and disabilities.

## **19. Peer on Peer Abuse**

- All members of staff at The Cedar Federation recognise that children are capable of abusing their peers. The Cedar Federation believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- The Cedar Federation recognises that peer on peer abuse can take many forms, including but not limited to:
  - bullying (including cyberbullying)
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - sexual violence and sexual harassment
  - 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
  - sexting (also known as youth produced sexual imagery)
  - initiation/hazing type violence and rituals.
- The Cedar Federation recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

- We will follow the advice as set out in the non-statutory UKCIS guidance: [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](#) and the local [KSCMP](#) guidance: “Responding to youth produced sexual imagery”.
- When responding to concerns relating to child on child sexual violence or harassment, Ifield School and King’s Farm Primary School will follow guidance outlined in part five of KCSIE 2020 and [‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’](#).
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported with pastoral support and by working with parents / carers, and in cases of sexual assault, informing the police and Front Door.
  - Close liaison with Gravesham area DSLs through virtual meetings facilitates the identification of appropriate local services.

## **20. Gangs, County Lines, Violent Crime and Exploitation**

- The Cedar Federation recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
  - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - Children who go missing for periods of time or regularly come home late
  - Children who regularly miss school or education or do not take part in education
  - Change in friendships/relationships with others/groups.
  - Children who associate with other young people involved in exploitation
  - Children who suffer from changes in emotional well-being
  - Significant decline in performance.
  - Signs of self-harm/significant change in wellbeing.
  - Signs of assault/unexplained injuries.

## **21. Mental Health**

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children’s experiences, can impact on their mental health, behaviour and education.

- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

## 22. Online safety

- It is recognised by The Cedar Federation that the use of technology presents challenges and risks to children and adults both inside and outside of school. The Cedar Federation will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
- The Cedar Federation identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
  - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
  - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
  - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- The Cedar Federation uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform and email systems.
  - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- The Cedar Federation recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community.
  - Further information regarding the specific approaches relating to this can be found in the schools Online Safety Policy, Acceptable Use Policy and Photographic Image Use Policy which can be found in the main school office at Ifield School and in the staffroom at King's Farm School.
- The Cedar Federation will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
  - Website filtering and screening is covered by Smoothwall and Net Support DNA Console and is used in both schools.

- If learners or staff discover unsuitable sites or material, they are required to turn off the screen / monitor, report the concern immediately to the DSL and report the URL of the site to the DSL. The breach will be recorded and escalated as appropriate. Parents/carers will be informed of filtering breaches involving their child. Any material that the school believes is illegal will be reported immediately to the appropriate agencies, such as: IWF, Kent Police or CEOP.
- All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL, Head of School and IT staff, as appropriate.
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
- When implementing appropriate filtering and monitoring, The Cedar Federation will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- The Cedar Federation acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our approach to online safety.
  - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
  - Learners internet use will be supervised by staff according to their age and ability.
  - Learners will be directed to use age appropriate online resources and tools by staff.
- Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- The Cedar Federation will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- The Cedar Federation will build a partnership approach to online safety and will support parents / carers to become aware and alert by providing information on the school website and within school newsletters.
- The Cedar Federation will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
- The DSL will respond to online safety concerns in line with the safeguarding and child protection and other associated policies such as online safety, anti-bullying and behaviour.
  - Internal sanctions and/or support will be implemented as appropriate.

- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

### **Where children are asked to learn online at home in response to a full or partial closure:**

- The Cedar Federation will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Microsoft Teams, Skype for Business or equivalent.
  - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff, pupils and parents will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour and wellbeing policy / code of conduct and acceptable use policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents / carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Ifield School and King's Farm Primary School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

## **23. Curriculum and staying safe**

- The Cedar Federation will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
  - We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have

a range of age appropriate contacts and strategies to ensure their own protection and that of others.

- The Cedar Federation is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children at The Cedar Federation will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

## 24. The use of school premises by other organisations

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

## 25. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- 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 school site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## 26. Local support

- All members of staff in The Cedar Federation are made aware of local support available
  - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
    - [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)
    - Gravesham area office: 03000 412445



- **Contact details for Online Safety in the Education Safeguarding Team**
  - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
  - Ashley Assiter, Online Safety Development Officer
  - 03000 415797
  - [esafetyofficer@theeducationpeople.org](mailto:esafetyofficer@theeducationpeople.org) (non-urgent issues only)
- **Contact details for the LADO**
  - Telephone: 03000 410888
  - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
- **Integrated Children's Services**
  - Front Door: 03000 411111
  - Out of Hours Number: 03000 419191
- **Kent Police**
  - 101 (or 999 if there is an immediate risk of harm)
- **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
  - [kscmp@kent.gov.uk](mailto:kscmp@kent.gov.uk)
  - 03000 421126
- **Adult Safeguarding**
  - Adult Social Care via 03000 416161 (text relay 18001 03000 416161) or email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)
- **Early Help and Preventative Services**
  - [earlyhelp@kent.gov.uk](mailto:earlyhelp@kent.gov.uk)
  - 03000 419222
- **Kent Prevent Education Officer**
  - 03000 413439

*The Cedar Federation is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in the Federation.*

#### SINGLE EQUALITIES SCHEME IMPACT ASSESSMENT

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Reviewed Date: Autumn 2020 – updated Spring 2021

Review Date: Autumn 2021

Signed by Chair of Governors:.....

Signed by Executive Headteacher:.....

Signed by Chair of Teaching, Learning & Assessment Committee: .....

# Appendix 1: What school and college staff should look out for

## (See Keeping Children Safe in Education 2020 – Part 1)

### Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

### Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### Indicators of abuse and neglect

**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.

## **Safeguarding issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be

perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

## **Peer on peer abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

## **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

## **Female Genital Mutilation**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

## **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

## Appendix 2

### Categories of Abuse

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

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

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

#### **Signs that MAY INDICATE Sexual Abuse**

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

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

#### **Signs that MAY INDICATE physical abuse**

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks

- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

### **Signs that MAY INDICATE emotional abuse**

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems



- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

## Appendix 3: 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)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout](http://www.giveusashout)
- Fearless: [www.fearless.org](http://www.fearless.org)

### 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)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [napac.org.uk](http://napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Shout: [www.giveusashout](http://www.giveusashout)

### 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)
- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phoneline: [www.respectphoneline.org.uk](http://www.respectphoneline.org.uk)

### Honour based Abuse

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

### Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>

- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)

### **Substance Misuse**

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

### **Mental Health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)

### **Online Safety**

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC / Net Aware: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety) and [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)

### **Radicalisation and hate**

- 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)

## **Appendix 4: Further Safeguarding Information (See Annex A of Keeping Children Safe in Education 2020`)**

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted to social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;

The department provide: [Child sexual exploitation: guide for practitioners](#)

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or

sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **Operation Encompass**

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their

parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

### **So-called 'honour-based' abuse (Including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

### **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).



## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff 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).

## **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

[Extremism](#) is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Radicalisation](#) refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.



The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance: for further education institutions](#) in England and Wales that applies to colleges.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

### **Additional support**

The department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalization.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty

### **Peer on peer / child on child abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment;

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

## **Sexual violence and sexual harassment between children in schools and colleges**

### **Context**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is Sexual violence and sexual harassment?**

#### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

## **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats; and
  - upskirting

## **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in paragraph 41 on Part one of Keeping Children Safe in Education 2020. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## Appendix 5: Keeping yourself safe when responding to 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
- KSCMP: [www.kscmp.org.uk](http://www.kscmp.org.uk)

### 6. Relax

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

## APPENDIX 6 Safeguarding incident / concern form

### SAFEGUARDING INCIDENT / CONCERN FORM

Pupil name:	DOB and Year Group:	
Name and role of person completing form (please print):		
Date of incident /concern:	Time of incident/concern:	
Incident/concern (Verbatim recording and who, what, where, when):		
Any other relevant information (witnesses, immediate action taken):		
Action taken:		
Signature of person completing form:	Date form completed (DD/MM/YY):	
DSL or Deputy DSL action (including reasons and outcomes):		
Signature of Deputy DSL	Signature of DSL	Signature of Head of School
Date:	Date:	Date:

# BODY MAP

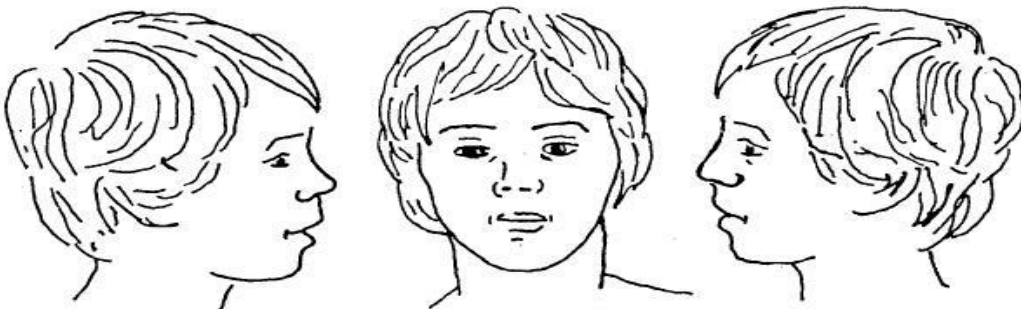
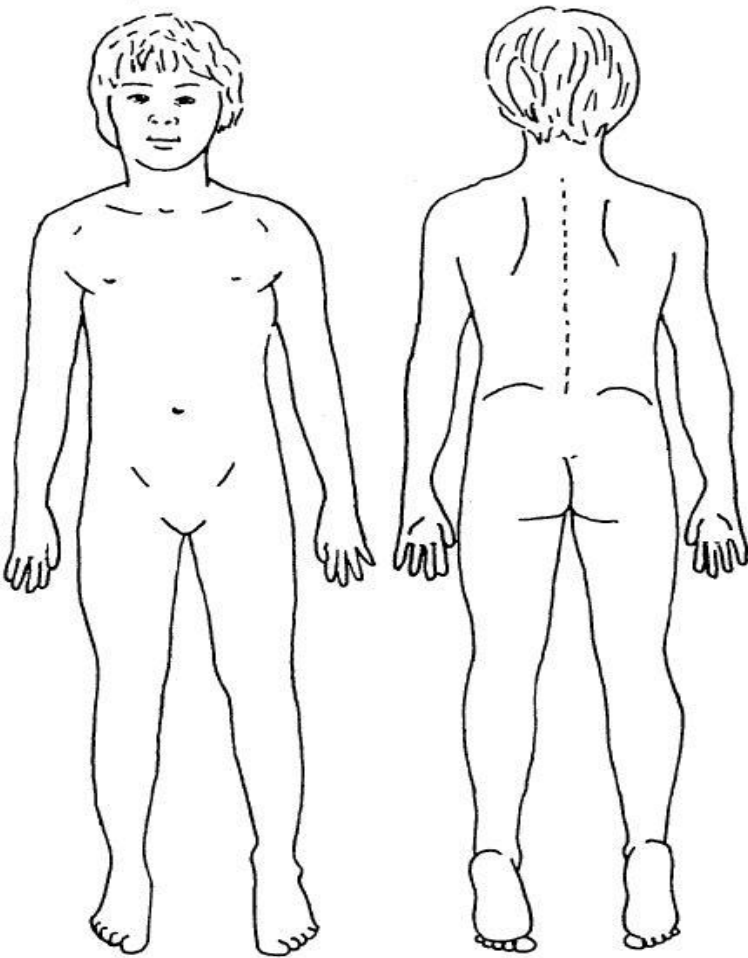
**CONFIDENTIAL**

Child's name:

Date and Time observed:

Description of marks:

Signature:





# Appendix 7 – Ifield School Staff Guidance

## What to do if you are concerned for a child:

If you are concerned about a pupil but are unsure whether it is a safeguarding issue, please report your concerns to the DSL.

Please complete a Safeguarding Incident/Concern form (yellow) which can be found in the staffroom and hand this into the DSL without delay.

## What to do if a pupil starts to disclose abuse:

### DO:

- Reassure the child that he/she is right to tell and is not to blame
- Make sure they feel secure and safe and explain what you are going to do next
- Record as much as you can remember, using the child's own words. Include the date and time of disclosure and sign it. Records are kept securely by the DSL.

### DO NOT:

- Promise to keep it a secret. You have to make sure the child is safe and may need to ask other adults to help you do this.
- Question the child: let him/her tell you what he/she wants to tell you and no more
- Carry out an investigation into an allegation — this is not your role.

## TED

Tell  
Explain  
Describe

## Ifield School Safeguarding Team

Mr J White	Designated Safeguarding Lead Assistant Headteacher
Mrs A Birch	Deputy Designated Safeguarding Lead Executive Headteacher
Miss M Jones	Deputy Designated Safeguarding Lead Head of School
Mr P Jackson	Deputy Designated Safeguarding Lead Deputy Director
Mrs E Dodd	Deputy Designated Safeguarding Lead Assistant Headteacher
Mrs S Hargood	Deputy Designated Safeguarding Lead Key Stage 4 Lead
Miss D Moore	Deputy Designated Safeguarding Lead Head of Sixth Form and LINK19
Mr Andrew Sparks	Named Safeguarding Governor

## Allegations against Staff

Any allegation made against a member of staff must be reported immediately to the DSL to determine how the matter should be investigated in consultation with the LADO

Useful Contacts  
Social Services Central Duty Team  
03000 41 11 11  
Out of Office Hours  
03000 41 91 91

## IFIELD SCHOOL SAFEGUARDING CHILDREN AND CHILD PROTECTION Induction Leaflet Guidelines for School Staff & Visitors

These guidelines for staff in schools have been produced by KCC's Education Safeguarding Team to provide information about child protection and the procedures that must be observed. All staff will read, understand and have a copy of Part 1 of Keeping Children Safe in Education (KCSIE) 2020.

The protection of children in Kent is overseen by the Kent Safeguarding Children Board (KSCB). You should be aware of and have reference to the Kent and Medway Safeguarding Children Procedures. This guidance is consistent with the DfE guidance *Working Together to Safeguard Children* (2019). The online procedures manual can be found on the KSCB website: [www.kscb.org.uk](http://www.kscb.org.uk).

The full extent of child abuse is not easily quantified. Research indicates that children are reluctant to report abuse, particularly if it is happening within their family. Abusers come from all walks of life; they may be parents, a trusted adult, a professional or another child.

Everybody who works with children has a duty to help protect them from abuse. All staff must know how to recognise possible abuse both within the setting and externally. You should be familiar with the processes of recording information in your setting and making referrals to Early Help, Specialist Children's Services and the Police.

Every school is required by the KCSIE 2020 to have a Designated Safeguarding Lead (DSL) and deputy to ensure there is always someone available to discuss child protection concerns.

## Introduction

Ifield School is committed to creating and maintaining a safe and positive environment for all young people and accepts the responsibility to help safeguard and protect them from harm.

The school's Child Protection and Safeguarding Policy is available at Reception and on the Staff Resources drive. All staff should read part 1 of Keeping Children Safe in Education 2020—provided in your Welcome Pack—and sign the register held in Reception to confirm that you have read and understood this document.

## Indicators of Abuse

Child Abuse can present in many different ways; there may be physical evidence, such as: marks, bruises or weight loss. Or there may be behavioural evidence such as: reluctance to change for P.E, becoming aggressive or withdrawn, or a change in normal behaviour.

You may also notice changes in a child's presentation, friendships or ability to concentrate etc. A child may choose to disclose abuse; this may be directly, by telling you what happened or indirectly, by telling friends or by asking for advice about a situation involving another person.

Staff may also notice concerns and behaviour changes in adults within the setting, including, staff or parents/ carers. We ask that you be curious, record and report anything which may worry you to the DSL.

## Referring to Early Help and Specialist Children's Services

The new Children's Services Integrated Front Door brings together the Central Duty Team and Early Help Triage. If a child or family needs to be referred to Early Help or Children's Social Services, the DSL will ensure that a **Single Request for Support Form** is completed as appropriate via the new integrated Front Door system.

This form can be downloaded from the Child Protection and Safeguarding web page: [www.kelsi.org.uk](http://www.kelsi.org.uk) or [www.kscb.org.uk](http://www.kscb.org.uk)

## Types of Abuse

### Physical abuse:

Can range from: over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive; some may be clearly premeditated with intent to cause harm.

### Neglect:

Can range from: ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family. Unborn babies may now be regarded as suffering neglect due to maternal substance misuse.

### Sexual Abuse:

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by in our society. This includes: inappropriate touching, taking of obscene photographs, producing/trading in indecent images of children (including via the Internet), as well as attempted or actual sexual intercourse; adverse effects may endure into adulthood. Sexual abuse can be carried out by women and other children as well as men.

## Emotional Abuse:

Ranges from rejection, refusing to show a child love or affection, making a child unhappy by continually belittling her/him or verbally abusing her/him. It has an important impact on a developing child's mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems of or a child's parents do not obscure professional views of their child's emotional development. Serious bullying, causing a child to feel frightened or in danger may be regarded as emotional abuse.

## Other Safeguarding Risks:

Our staff are aware of a range of other safeguarding concerns, including: Child Sexual exploitation (CSE), Radicalisation and extremism (The Prevent Agenda) and Honour based violence (including Female Genital Mutilation). More information can be found at: [www.kelsi.org.uk/child-protection-and-safeguarding](http://www.kelsi.org.uk/child-protection-and-safeguarding)

We have a duty to report directly to the Police.

## Online Safety:

The internet and related technologies provide wonderful opportunities for creativity, learning and communication. However, our setting recognises that there are also risks associated with this, including: sexual grooming, abuse and exploitation, cyberbullying and exposure to inappropriate material.

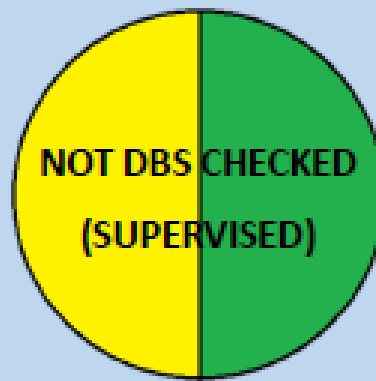
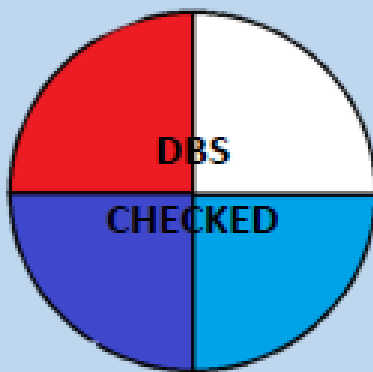
Online Safety is viewed as part of our schools safeguarding role and responsibility. Members of staff are made aware of the schools online safety policy and procedures, including our acceptable use of technology expectations regarding communication and use of social media. In this school staff and pupil website searches are monitored and reported to SLT daily.

Further advice regarding online safety can be found at: [www.e-safety.org.uk](http://www.e-safety.org.uk).



# SAFEGUARDING NOTICE

## Coloured Lanyards



- All staff wear ID badges with a red, white or blue staff lanyard.
- All visitors who are DBS checked wear a RED lanyard.
- All visitors who are not DBS checked wear a YELLOW lanyard or a visitor sticker and must be accompanied by a staff member at all times.
- All work Experience Students wear a GREEN lanyard and should be supervised by a member of staff at all times.
- Governors wear a NAVY BLUE lanyard and are all DBS checked.
- If you see someone with a YELLOW lanyard or a visitor sticker and they are unaccompanied, please stop and ask them who they are and accompany them to where they are going. Ensure you hand them over to another member of staff.
- Please remember our Whistleblowing Policy at all times whatever the lanyard colour.



**Appendix 9**

**KING'S FARM PRIMARY SCHOOL**  
**SAFEGUARDING RECORD FRONT SHEET**

<b>Pupil name:</b>	<b>Date of Birth:</b>
<b>Any other name by which child is known:</b>	
<b>Home address:</b>	<b>Current address (if different)</b>
<b>Telephone no:</b>	

**Family members i.e. parents/carers/siblings**

<b>Name</b>	<b>Relationship</b>	<b>Address</b>	<b>School details</b>

<b>Date file started:</b>
<b>Are records held in school relating to other connected children?</b>

**Contact details of other professionals**

<b>Name</b>	<b>Agency</b>	<b>Address</b>





## *King's Farm Primary School*

Cedar Avenue  
Gravesend  
Kent DA12 5JT

Tel: 01474 566979

Fax: 01474 567767

Email: [office@kings-farm.kent.sch.uk](mailto:office@kings-farm.kent.sch.uk)

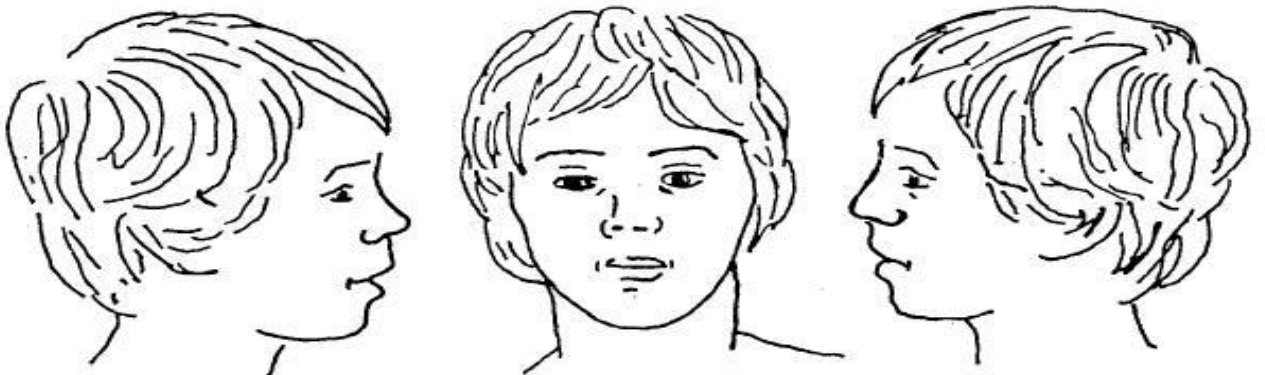
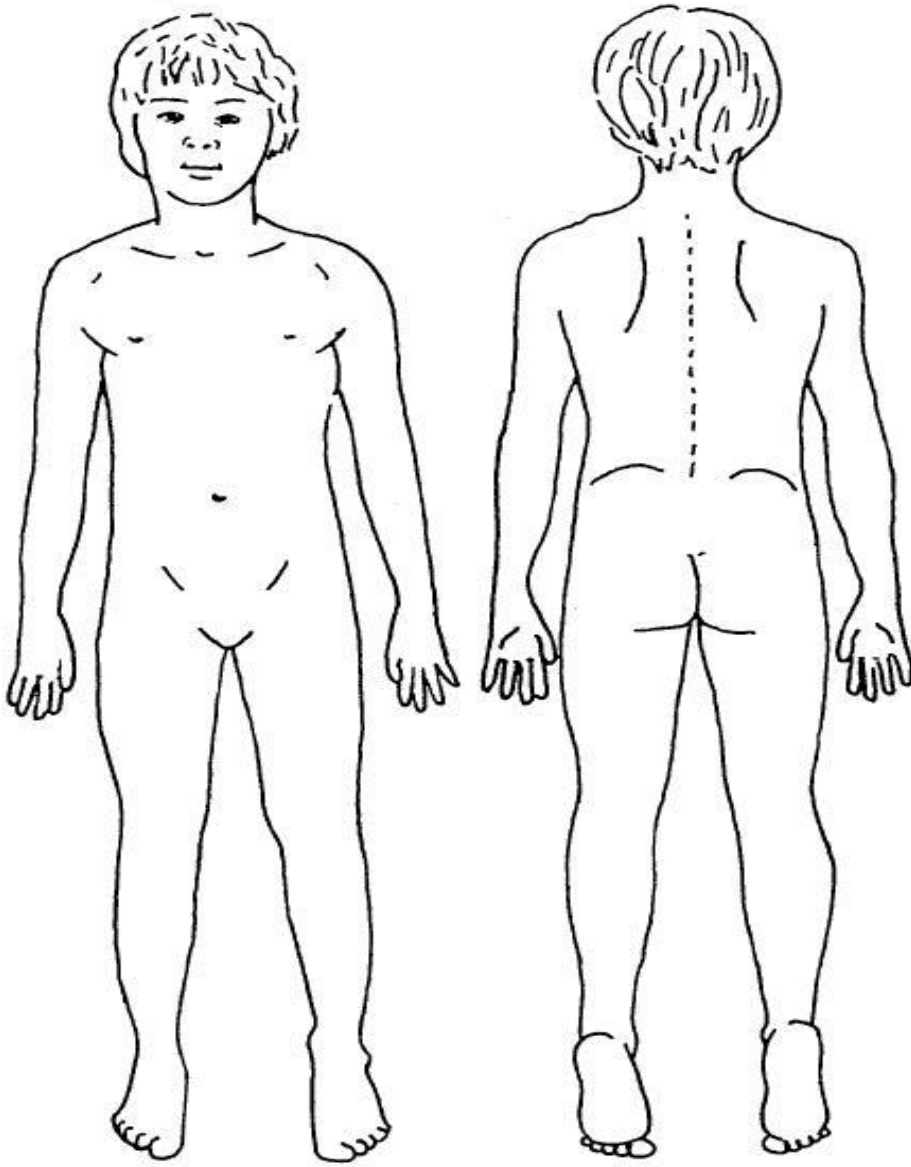
Website: [www.kings-farm.kent.sch.uk](http://www.kings-farm.kent.sch.uk)

*Head of School: Mr Chris Jackson*

### **SAFEGUARDING INCIDENT/CONCERN FORM**

Pupil / Child Name:	DOB and Year Group / Class:
Name & Position of person completing form (please print)	
Date of incident / concern: (DD MM YY)	
Any other relevant information (Witnesses, immediate action taken)	
Signature: (Name of member of staff)	Date form completed (DD MM YY)
Role:	
Action Taken (Including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL)	
Signature of DSL:	Date: (DD MM YY)
Signature of Lead DSL: (if appropriate)	Date: (DD MM YY)

\*continue on a separate sheet if necessary





This form is designed as a quick reference guide and should be used in conjunction with the online Kent Support Level Guidance [www.kscbb.org.uk](http://www.kscbb.org.uk)

**The following examples and key features are for guidance only, these should always be considered in respect of the impact they are having on the child or young person**

UNIVERSAL SUPPORT LEVEL 1	ADDITIONAL SUPPORT LEVEL 2	INTENSIVE SUPPORT LEVEL 3	SPECIALIST SUPPORT LEVEL 4
<p><b>Children and Young People</b></p> <ul style="list-style-type: none"> <li>Physically healthy with development checks up to date</li> <li>Has an adequate and nutritious diet, regular dental and optical checks</li> <li>Attendance at school/college/training above 90%</li> <li>No concerns about home/school link</li> <li>Able to discriminate between 'safe' and 'unsafe'</li> <li>Has a good understanding of right and wrong</li> <li>No concerns about child's mental health</li> <li>No barriers to learning and no concerns about child's cognitive development</li> <li>No concerns about child's behaviours</li> <li>Child has a positive sense of self with no concerns about forming relationships</li> <li>No concerns about attitude to drugs or alcohol</li> <li>No concerns about child's use of technology</li> </ul> <p><b>Parents and Carers</b></p> <ul style="list-style-type: none"> <li>Parents/carers can meet their child's needs including taking them to school, dentist, opticians or hospital appointments.</li> <li>Parents/carers provide their children with guidance and boundaries to support child's development</li> <li>Parents/Carers provide secure/caring parenting</li> <li>Parents/Carers able to manage child/Young persons behaviours</li> </ul> <p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>Stable and affectionate relationships with care givers</li> <li>To live in adequate housing and in a safe and secure environment</li> <li>To have good core relationships with siblings</li> <li>To have positive relationship with peers</li> <li>To have a positive sense of self and abilities</li> <li>Child/Young person demonstrates age or developmentally appropriate responses in feelings and actions</li> <li>Child has good quality early attachments</li> <li>Child/Young Person is able to understand right from wrong and acting appropriately</li> </ul>	<p><b>Children and Young People</b></p> <ul style="list-style-type: none"> <li>Occasional absence/truancy from school</li> <li>Potential of becoming NEET</li> <li>Missing or absence from home</li> <li>Young person presents with low level indicators from the Child Sexual Exploitation Tool Kit</li> <li>Use of fixed term exclusions</li> <li>Poor attachments</li> <li>Child is a young carer</li> <li>Child is teenage parent</li> <li>Concerns about reaching developmental milestones</li> <li>Language / communication difficulties</li> <li>Has a diagnosed disability or sensory impairment</li> <li>Child is associating with peers who are involved in crime or anti-social behaviours</li> <li>Low level drug/alcohol use impacting negatively</li> <li>Low level mental health or emotional issues or self harm</li> <li>Child expressing thoughts of 'running away'</li> <li>Disruptive/challenging behavioural difficulties</li> <li>Low level offending/anti-social behaviours – at risk of entering Youth Justice System</li> <li>Some evidence of risky use of technology/on-line safety concerns</li> </ul> <p><b>Parents and Carers</b></p> <ul style="list-style-type: none"> <li>Families affected by poverty affecting their access to appropriate services/affecting the child's development</li> <li>Parents/carers struggle to meet child's needs, or they place their own needs above the needs of the child</li> <li>Parent/carers health including physical/mental/learning disability or substance misuse, impacts negatively on the child's health or development</li> <li>Parents/carers struggle to manage child's behaviours</li> <li>Poor engagement with Universal Services likely to impact on child's health or development</li> <li>Poor supervision provided by parents/carers</li> <li>Parents/carers require support to understand child's disability or sensory impairment and strategies to manage</li> </ul> <p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>Low level Domestic Abuse present in the family home</li> <li>Low level drug and/or alcohol misuse</li> <li>Low level offending/anti-social behaviours – Parents/carers at risk of entering the Criminal Justice System</li> <li>Low level/emerging neglect</li> <li>Parent was a Child in Care</li> <li>Child is affected by difficult family relationships</li> <li>Housing in poor state of repair impacting on child's health or development or serious level of overcrowding</li> </ul>	<p><b>Children and Young People</b></p> <ul style="list-style-type: none"> <li>Persistent unauthorised absence from school / NEET</li> <li>At risk or has been permanently excluded from school</li> <li>Regularly missing from home or school with no explanation</li> <li>Significant disabilities</li> <li>Serious delay in achieving milestones raising significant concerns</li> <li>Teenage pregnancy</li> <li>Risky sexual behaviours</li> <li>At risk from Radicalisation through technology or inappropriate relationships</li> <li>Young person presents with medium level indicators from the Child Sexual Exploitation Tool Kit</li> <li>Domestic abuse, drugs and alcohol issues</li> <li>Child subject of a Court Ordered Report under s7 or s37 being completed by children's social care</li> <li>Children placed under an Education Supervision Order under Section 36 of the Children Act</li> <li>Significant dental decay that has not been treated</li> <li>Potential of becoming involved in gangs</li> <li>Homeless child in need, including 16-17 years old</li> <li>Young Carer whose caring duties are affecting outcomes</li> </ul> <p><b>Parents and Carers</b></p> <ul style="list-style-type: none"> <li>Chronic neglect where food, warmth and other basics are often not available</li> <li>Inconsistent parenting impairing emotional/ behavioural development of child/ Inappropriate child care arrangements</li> <li>Parent/carer health/disability/learning difficulty or substance misuse has a direct negative impact on the child</li> <li>Parent/carer own emotional or mental health difficulties have a direct impact on child's health or development</li> <li>Parent/carer provides inconsistent boundaries which seriously impacts on the child's development</li> <li>Pre-birth assessment required due to concerns</li> <li>Parent/carer of disabled child requires support to care</li> </ul> <p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>Concerns about the level of domestic abuse</li> <li>Substance misuse significantly impacting on child</li> <li>Risk of homelessness due to relationship breakdown</li> <li>Child is Privately Fostered</li> <li>Neglect issues significantly impacting on the child</li> <li>Risk of family breakdown leading to child becoming looked after outside family network</li> <li>Child exposed to contact with people who pose a risk to physical or sexual harm to children</li> <li>Risk of family breakdown leading to child becoming looked after outside family network</li> <li>Family at risk of eviction despite support from EH and/or Housing</li> </ul>	<p><b>Children and Young People</b></p> <ul style="list-style-type: none"> <li>Non-organic failure to thrive</li> <li>Sexually inappropriate behaviour</li> <li>Sexually aggressive behaviour</li> <li>Teenage parent/pregnancy under age of 13 years old</li> <li>Sexually transmitted infection in a child under 13 years old</li> <li>Physical / Sexual abuse including child sexual assault</li> <li>Frequently missing from home</li> <li>Offending and in the Youth Justice System</li> <li>Relationship breakdown/homelessness</li> <li>Persistent social exclusion</li> <li>Child/Young person presenting with several indicators from all categories with one or more high-risk indicators from the Child Sexual Exploitation Tool Kit</li> <li>Child at immediate risk of significant harm arising from radicalisation, travel to conflict zones, or involvement in terrorist activity</li> <li>Gang member or involvement in drug crime</li> <li>Child beyond parental control and placing self at risk of significant harm</li> <li>Caring for severely or profoundly disabled child has a significant impact on parent/carers ability to meet the child's needs</li> </ul> <p><b>Parents and Carers</b></p> <ul style="list-style-type: none"> <li>Parent/carer refusing medical care endangering life /development</li> <li>Child left in care of adult known or suspected to be a risk to children or lives in the same house as the child</li> <li>Child is left home alone without adequate supervision or support</li> <li>Parents unable to restrict access to home by adults known to be a risk to children and other adults</li> <li>Parents own needs mean they cannot keep their child/young person safe</li> <li>Pre birth assessment indicates unborn child is at risk of significant harm</li> <li>Parents have or may have abused or neglected the child/young person</li> <li>Parent/carer has mental health issues, including self-harming behaviour, that present a risk of significant harm to the child.</li> <li>Parent/carer's domestic abuse and/or substance misuse that presents a risk of significant harm to the child</li> <li>Previous child/young person has been removed from parents' care</li> <li>Deliberate cruelty or emotional ill-treatment of a child resulting in significant harm</li> <li>Concern that a child is suffering or likely to suffer harm as a result of fabricated or induced illness</li> </ul> <p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>Abandonment or severe Neglect</li> <li>Emotional Abuse including significant harm due to Domestic Abuse (DA)</li> <li>Child Sexual Exploitation (CSE)</li> <li>Human Trafficking</li> <li>Female Genital Mutilation (FGM)</li> <li>Forced Marriage or Honour Based Violence</li> <li>Significant concern about Radicalisation</li> </ul>

UNIVERSAL SUPPORT LEVEL 1	ADDITIONAL SUPPORT LEVEL 2	INTENSIVE SUPPORT LEVEL 3	SPECIALIST SUPPORT LEVEL 4
<p>Universal services are provided to or are routinely available to all children and families. These services are accessed in the local community and delivered by partners including schools, GPs, hospitals, community health services, children's centres, youth hubs, police, fire service and voluntary and community groups</p>	<p>Children and families with additional needs who require extra help to improve education, parenting, behaviour or to meet specific health needs. These needs can be met by universal services working together or with the addition of some targeted services</p>	<p>Intensive support can be offered to children and families where they have complex or multiple needs requiring local authority services to work together with universal services to assess, plan and work with the family to bring about positive change. Includes Intensive Family Support Early Help and/or Child in Need services</p>	<p>Children who are considered to have been harmed or are likely to suffer significant harm as a result of abuse or neglect/ removal from home/or will suffer serious lasting impairment without the intervention of local authority statutory services under high level concern Child in Need (CIN) or high-risk Child Protection (CP) Services and Specialist Youth Justice work.</p> <p>Children whose disability affects all aspects of development.</p>
<p><b><u>If you require support for a child or family at this Support Level, here are some questions to ask yourself:</u></b>  <b><u>What support is needed and where can I get this?</u></b> The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide some extra support or it may be that you can signpost the family to another agency.  <b><u>Are the family requesting support?</u></b>                      Yes—discuss support required and gain consent  <b><u>What support is needed and where can I get this?</u></b> The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide some extra support or it may be that you can signpost the family to another agency  <b><u>Have I tried all my resources?</u></b>                      All your inhouse resources should be tried before considering involving another agency.  <b><u>What other services can I contact locally for support, have I tried all these?</u></b>                      Please check online for other services in your local area.  <b><u>What do I do next?</u></b>                      This will depend upon the support required. Firstly speak to the family about which professionals or services are already involved with the children/family; consider other Universal Services e.g. GP or Health visitor, Nursery, Education/school, Church, Local Charity or Voluntary or Community group.</p>	<p><b><u>If you require support for a child or family at this Support Level, here are some questions to ask yourself:</u></b>  <b><u>What support is needed and where can I get this?</u></b>                      The first step is to discuss any concerns with the family and agree what action is needed and where the family would like to receive support from. Signpost the family or contact the service direct                      Ensure you have 'agreement to engage' before taking any action.  <b><u>Have I tried all my agency resources?</u></b>                      All your inhouse resources should be tried before considering involving another agency.  <b><u>What other services can I contact locally for support, have I tried all these?</u></b>                      Please check online for other services in your local area via KSCB website, Headstart Resilience Hub, SEND local offer or by contacting your local networks  <b><u>What do I do next?</u></b>                      This will depend upon the type of support required. Firstly speak to the family about whom or which services are already involved with the children/family.                      With agreement other options available may include;  <i>Contact the child's school</i>  <i>Contact a local Group or Charity</i>  <i>Contact your local Borough Council</i>  <i>Contact the School Health Team</i>  <i>Contact your local Youth Hub</i>  <i>Contact your local Children's Centre</i></p>	<p><b><u>Does my concern meet this Support Level?</u></b>                      Unsure—discuss your concerns with your agency Designated Safeguarding Lead.                      Yes—see below  <b><u>Do I have the agreement to engage?</u></b>                      Yes—complete the Request for Support Form                      No—it is important that you share your concerns with the family and gain their agreement to complete the Request for Support form.                      Unsure—Please speak with family about your concerns and the support required and gain their 'agreement to engage' before completing the Request for Support form.  <b><u>Has any previous support helped?</u></b>                      It is helpful to know what has worked well previously to identify the right support for the family. Please include this in the information you provide.  <b><u>Do you need advice?</u></b>                      Please speak with your agency Designated Safeguarding Lead in the first instance.  <b><u>What do I do next?</u></b>                      Agreement from the family to engage is required especially if Early Help is likely to be the most appropriate support for the family. If you have not discussed your concerns with the family please do so before completing the Request for Support Form.                      If you have 'agreement to engage' then  <b>Complete a Request for Support form</b>  <a href="http://www.kscb.org.uk/supportlevels">www.kscb.org.uk/supportlevels</a></p>	<p><b><u>Does my concern meet this Support Level?</u></b>  <b><u>Is this an immediate safeguarding concern?</u></b>                      Yes—if there are concerns that a child may be suffering significant harm, the Request for Support form should be completed and immediately submitted to the Front Door. The Form can be located at <a href="http://www.kscb.org.uk/supportlevels">www.kscb.org.uk/supportlevels</a>                      Unsure—discuss your concerns with your agency Designated Safeguarding Lead.                      No—discuss your concerns with the family and gain their agreement to engage with services—see below  <b><u>Do I have consent/'agreement to engage'?</u></b>                      The family's 'Agreement to Engage' is required before you complete the Request for Support form unless there is immediate risk, or if it places a child at risk of significant harm. A completed copy of the form should be shared with the family. You should therefore have discussed your concerns with the family and explored with them what the most appropriate support may be for them. The family should be aware that the form will be used to determine the most appropriate support available.                      If the family refuse 'Agreement to Engage' this should not influence the decision to complete a Request for Support form where the level of concern warrants this.  <b><u>What do I do next?</u></b>  <b>Complete a Request for Support form</b>                      Do you need any further information or guidance?                      Go to; <a href="http://www.kscb.org.uk/supportlevels">www.kscb.org.uk/supportlevels</a></p>

**REMEMBER— You only need to complete a Request for Support Form if you are requesting support at Intensive or Specialist Support Levels 3 or 4.**

Please do take care when completing the online 'Request for Support' form, because the information you provide in the form, will be used to assess which is the most appropriate level of support required. If it is not assessed to require support at Level 3 or 4, the form will be returned to you so that you can consider the Support Level 1 or 2 options. *For more information* [www.kscb.org.uk/supportlevels](http://www.kscb.org.uk/supportlevels)



## Appendix 11

### IFIELD SCHOOL SPECIALIST TEACHING AND LEARNING SERVICES SAFEGUARDING POLICY

#### **All Ifield STLS staff are expected to:**

- Be aware of, have reference to and adhere to the information and advice for professionals working with children in Kent on the Kent Safeguarding Children Multi-Agency Partnership website (KSCMP) [www.kscmp.org.uk](http://www.kscmp.org.uk) including advice on information sharing, gaining consent and reporting concerns.
- Complete Level 2 safeguarding training at least every 2 years (this may be completed through e-learning through the KSCMP link)
- Be aware of the DfE guidance, 'Keeping Children Safe in Education' (Sept 2020) and 'Working Together to Safeguard Children – a guide to inter-agency working to safeguard and promote the welfare of children' (July 2018).
- Have read the Ifield Safeguarding and Child Protection Policy document.
- Be aware of a range of other safeguarding concerns, including child sexual exploitation (CSE), child criminal exploitation (CCE), domestic abuse, radicalisation and extremism (Prevent), mental health and honour based abuse (including female genital mutilation).
- **Follow additional guidance in this document when reporting concerns occurring in a setting, school or home visit.**

#### **Safeguarding Procedures for Ifield School STLS Staff who need to report an internal incident or concern.**

Follow the procedures laid out in the Ifield Safeguarding and Child Protection Policy (saved in staff resources>staff only>policies in use).

#### **Safeguarding Procedures for Ifield STLS Staff working in homes, preschools and school other than Ifield School.**

The STLS staff will endeavour to support the welfare and safety of all children and young people they come into contact with and will follow safeguarding procedures as outlined by the Kent Safeguarding Children Multi-Agency Partnership appropriate to the type of venue they are visiting. <https://www.kscmp.org.uk/procedures>

#### **School/Preschool Setting Visits**

Any safeguarding concerns for children should be reported to the Designated Safeguarding Lead for the school or preschool setting.

The STLS staff member will ensure that they do not leave the school or preschool setting until they have reported their concerns to the Designated Safeguarding Lead. This could mean that their next visit for the day may need to be cancelled or postponed in order to fulfil their safeguarding responsibilities.

#### **Recording and Monitoring**

The Specialist Teacher will;

- Share safeguarding concerns as soon as possible, make a note of actions taken and the name of the Designated Safeguarding Lead informed.
- Inform the STLS Lead about the safeguarding concerns and action taken.
- Complete the **STLS Safeguarding Incident/Concern Form** to record concerns.
- The STLS Lead will complete the hard copy tracking form
- Hard copies of the **STLS Safeguarding Incident/Concern Form** and tracking form will be kept in a locked cabinet in the school
- If the child is known to the STLS a record of the safeguarding concern needs to be filed in the folder. (Details not necessary.)



### **Home Visits**

Visits to very young children and their parent or carers in their home to provide advice and support could be part of the commissioned work of the Specialist Teaching and Learning Services.

If STLS staff have safeguarding concerns for children whilst delivering services at home they should;

- In case of immediate danger – inform the Police (call 999).
- Immediate and grave safeguarding concerns – refer to the Education Safeguarding Service via the Integrated Front Door . Call **03000 41 11 11** (text relay 18001 03000 41 11 11) or email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)
- Other safeguarding concerns can be discussed in a telephone conversation with your STLS line manager to gain their advice.

**If you are concerned for your own safety you should make a reasonable excuse, terminate the visit and leave the venue as soon as possible.**

STLS staff who become aware of an allegation about a person from another agency should report this to the STLS Lead and Ifield School's DSL without delay who should in turn inform the Local Authority Designated Officer (LADO) 03000 410888 [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk) within one working day. This should take place before any investigations commence. LADO referral must include the alleged adult's full name, date of birth and home address.

### IFIELD STLS SAFEGUARDING INCIDENT /CONCERN FORM

This form should only be used when the concern is regarding a child who is **not** at Ifield School.  
If the concern is about a pupil at Ifield School, please follow the usual Ifield Procedures as outlined in the Ifield Safeguarding and Child Protection Policy.

To be completed by Manager – Case Number

<b>Name of child:</b>	<b>Date of Birth:</b>
<b>Setting or school attended/home visit:</b>	
<b>Name of school or setting DSL reported to:</b>	
<b>Name and position of person reporting concern:</b>	
<b>Name of STLS Lead reported to:</b>	<b>Date:</b>
<b>Date of incident/concern:</b>	
<b>Name of person informed of incident/concern at school/setting:</b>	
<b>Brief Summary and action taken:</b>	
<b>Action taken by STLS Lead and response from school/setting with dates:</b>	
<b>Signed:</b>	<b>Date:</b>

A copy will be kept separately in a safeguarding folder in a locked cabinet in the DSL's office and the case will be logged on the STLS Safeguarding Tracking Record Sheet in the same folder.

## STLS SAFEGUARDING TRACKING SHEET

<b>Case Number</b>	<b>Date concern observed</b>	<b>Name of Child and DOB</b>	<b>Name of person reporting concern</b>	<b>Name of school or setting</b>	<b>Nature of concern</b>	<b>Date STLS Lead informed</b>	<b>Date lfield DSL advice sought where required</b>	<b>Action taken</b>	<b>Final Outcome</b>

