SAFEGUARDING (& CHILD PROTECTION)

KEY CONTACT DETAILS:

Proprietor: Sam Antrobus - 01249 479070, sam.antrobus@wishford.co.uk

Designated Safeguarding Lead: Gemma Wilson, gemma.wilson@themeadschool.co.uk, 01892525837

Deputy Designated Safeguarding Lead(s): Andrew Flett, Andrew.flett@themeadschool.co.uk, Jane Ovenden, jane.ovenden@themeadschool.co.uk , 01892525837

SENDCo: Hannah Jacques, Hannah.jacques@themeadschool.co.uk , 01892525837

Local Safeguarding Children Partnership: Kent Childrens Services

Early Help (Front Door) – 03000 41 11 11

Early Help: 03000 41 62 00 Tunbridgewellsearlyhelp@kent.gov.uk

Local Authority Designated Officer (DOFA)*: Tunbridge Wells, 0300041228

Local Authority Children's Social Services: Tel: 03000 411 111 Duty Team Name Kuldip Sohal,

Out of hours duty service: Phone number 03000 419 191

County D.O (LADO)*: Tel: 03000410888, email: kentchildrenslado@kent.gov.uk, If a call is urgent and a child is in immediate danger: 0300411111, Out of hours urgent call: 03000419191

Police Emergency – 999

Police non-emergency 101

Police non-emergency local point of contact: 101, Kent County Police Tunbridge Wells, 01892 690690

SO15 Counter Terrrorism Intelligence Officer: Dept for Education Due Diligence & Counter Extremism Group, 0207 340 7264

Prevent Engagement Officer: Sally Green, 03000413439, sally.green2@kent.gov.uk

NSPCC: for concerns about a child 0808 800 5000

Childline Helpline for those under 18 and under: 08001111

Samaritans: 116123

Whistleblowing (for staff who do nt feel able to raise concerns regarding child protection failures internally) help@nspcc.org.uk 0800 028 0285 (8am – 8pm)

OFSTED (Safeguarding children) – 08456 404046/0300 123 3155 (Mon – Fri 8am – 6pm) whistleblowing@ofsted.gov.uk

Disclosure and Barring Service – P.O Box 3963 Royal Wootton Bassett SN4 4HH Tel: 03000 200 190

Teaching Regulation Agency (TRA) 020 7593 5393 misconduct.teacher@education.gov.uk. General enquiries 0370 000 2288

External Agency Contact Information

Local Safeguarding Children Partnership details: Kent Childrens Services https://www.kscmp.org.uk/

Contents

SAFEGUARDING (& CHILD PROTECTION) 1

INTRODUCTION 4

STATEMENT OF INTENT 5

1 PURPOSE & AIMS 6

2 OUR ETHOS 6

3 ROLES & RESPONSIBILITIES 9

4 INDUCTION AND TRAINING 12

5 PROCEDURES FOR MANAGING CONCERNS 13

6 SPECIFIC SAFEGUARDING ISSUES (INCLUDING BULLYING) 14

7. RECORDS AND INFORMATION SHARING 21

8. WORKING WITH PARENTS & CARERS 22

9. CHILD PROTECTION CONFERENCES 23

10. SAFER RECRUITMENT 23

11. SAFER WORKING PRACTICE 25

12. MANAGING ALLEGATIONS AGAINST STAFF (Including supply staff) & VOLUNTEERS 25

13. USE OF PREMISES FOR NON-SCHOOL/COLLEGE ACTIVITIES 28

14. RELEVANT POLICIES 29

15. EDUCATING CHILDREN ABOUT SAFEGUARDING – PLEASE ALSO SEE PSHEE/RSE POLICIES AND ONLINE SAFETY IN WISHFORD IT POLICY 29

16. PROMOTING & RAISING AWARENESS 30

17. POSITION OF TRUST 31

18. COMPLAINTS PROCEDURE 31

19. OFF-SITE VISITS 31

ANNEX A - LSCP INFORMATION AND FLOW CHART 32

ANNEX B - WHAT IS CHILD ABUSE? 35

ANNEX C - STAFF BEHAVIOUR AND CODE OF CONDUCT/STAFF BEHAVIOUR POLICY 43

ANNEX D - CHRONOLOGICAL RECORD OF CONVERSATIONS, OBSERVATIONS AND PHONE CALLS RELATING TO THE SAFETY AND PROTECTION OF CHILDREN 46

ANNEX E - THE LANGUAGE OF SAFEGUARDING AND CHILD PROTECTION 48

ANNEX F – DSL JOB DESCRIPTION.....49

ANNEX G - Kent Lado Referral

ANNEX H - Low Level Concerns

INTRODUCTION

This policy was revised for September 2021 to reflect the changes in national guidance as a consequence of revisions to *"Keeping Children Safe in Education 2021" on 6th July 2021.* In accordance with the guidance, proprietors of independent schools should ensure that all staff and volunteers are aware of the new policy and are kept up to date as it is revised.

Policy Consultation, Monitoring & Review

The school monitors and evaluates its Safeguarding policy and procedures through the following activities:

- Proprietor visits to the school
- Senior Management/Leadership Team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school e.g. sufficient account must be taken of the nature, age range and other significant features of the school, such as historical issues, in the provisions made for safeguarding
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team
- The Head reports on safeguarding monthly to the Proprietor
- A safeguarding committee, including the Proprietor and Paul Easterbrook (Director of Education & Compliance for Wishford Schools), meets termly to review all aspects of safeguarding including policies and procedures and receive and discuss the Annual Safeguarding Review.

Regular review of parental concerns and parental questionnaires

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2021).

This policy will be reviewed in full by Wishford Governance on an annual basis. This policy was last reviewed on 1st September 2021. It is due for review for September 2022 or before if legislation changes

Signed:

Headteacher …… Date: ……06/09/2021……

Chair of Wishford …… …… Date ……06/09/2021……

STATEMENT OF INTENT

To include the whole school including the Early Years Foundation Stage (EYFS)

Our school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting our school. Copies of this policy, together with our other policies relating to issues of child protection, including the staff code of conduct, are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential and encouraged.

The principles embedded in this policy link into other policies relating to EYFS, Health and Safety, PHSEE, Relationship Education, Relationships and Sex Education (RSE), Anti-Bullying (Child Sexual Exploitation), Behaviour and Discipline, Equal Opportunities, Special Educational Needs and Disabilities, Confidentiality, Attendance and children missing education, First Aid, Substance Misuse (including drugs and alcohol) , Racism and Homophobia, (including combating extremism, promoting British values, Female Genital Mutilation (FGM)) Educational visits, E-Safety, Attendance, Staff Code of Conduct, Whistleblowing, Safer Recruitment , Safer Working Practices and more.

The safety, welfare and best interests of all our pupils are our highest priority. Our primary concern is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety and we can act in their best interests. This policy sets out how the proprietor is carrying out his statutory responsibility to safeguard and promote the welfare of children in accordance with and regard to any guidance issued by the Secretary of State contained in:

- 'Keeping Children Safe in Education DfE 2021 (KCSIE) (KCSIE) incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (June 2006)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused – advice for practitioners (March 2015)
- 'Working Together to Safeguard Children', DfE (July 2018) (*WT) WT* refers to the non-statutory adviceInformation sharing: advice for practitioners providing safeguarding services DfE (July 2018)
- Kent Childrens Services Safeguarding Children Partnership Procedures
- Kent Childrens Services Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work With Children
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (May 2019
- The Prevent duty: Departmental advice for schools and childcare providers DfE (June 2015)
- Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (December 2015)
- Sexual violence and sexual harassment between children in schools and colleges DfE (July 2021)
- Child sexual exploitation: guide for practitioners DFE (February 2017)
- The use of school media for on-line radicalisation (July 2015)
- Teaching online safety in school DfE (June 2019)
- Mental Health and Behaviour in Schools DfE (November 2018)
- Data protection: toolkit for schools DfE (September 2018)
- Promoting the education of children with a social worker (June 2021) (June 2021)
- Preventing youth violence and gang involvement
- Criminal exploitation of children and vulnerable adults: county lines
- Relationships Education, Relationships and Sex Education (RSE) and Health Education

It is supplemented by the detailed procedures of the Local Safeguarding Children Board (LSCB) and the requirements of the Teacher Standards. This policy is applicable to the whole school community, including all staff, teaching and non-teaching, Wishford personnel, trustees, volunteers, temporary and non-temporary supply/visiting staff working in the school and all pupils, including those pupils in the Early

Years Foundation Stage (EYFS). In all matters relating to child protection the school will follow the procedures laid down by our own LSCB (or where appropriate the relevant child's).

1 PURPOSE & AIMS

1.1 The purpose of The Mead School's safeguarding Policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protecting children and young people from maltreatment
- Preventing impairment of children's and young people's mental and physical health or development
- Ensure that children and young people grow up in circumstances consistent with the provision of safe and effective care: and
- Take action to enable all children and young people at our school to have the best outcomes.

1.2 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school All members of staff have a duty to safeguard our pupils' welfare and will familiarise themselves and comply at all times with this policy. Safeguarding incidents can happen at any time and anywhere and staff are required to be alert to any possible concerns. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and in most cases multiple issues will overlap. Behaviours linked to drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. The elements of our policy are prevention, protection and support

1.3 This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.4 To ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or at risk of "significant harm". We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 To outline the links with and the work of the three safeguarding partners

1.6 To provide a clear statement of the school's responsibility in the event of a concern about the conduct of a member of staff and to identify key individuals and their specific roles

2 OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued and providing an environment in which children can learn and develop.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child. We recognise that because of the day to day contact

with children, staff in school are well placed to observe the signs of possible abuse and there need to be constantly vigilant.

2.3 The Proprietor will appoint a senior board level lead to take leadership and responsibility for the school's safeguarding arrangements

2.4 At The Mead School we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart. It is important for children to receive the right help at the right time and **early help** is key to pupil wellbeing in order to address risks and prevent issues escalating. We must not be guilty of: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to reassess concerns when the situation does not improve, sharing information too slowly and not challenging those who appear not to be taking action.

2.5 This school recognises its responsibility to discuss with social care/Social Services, the Police and the three safeguarding partners any significant concerns about a child which may indicate:

Physical abuse
Emotional abuse
Sexual abuse
Neglect
Peer on Peer Abuse

In accordance with insert county/local board LSCB procedures these concerns cannot be kept confidential. This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the three safeguarding partners, Police, Child and Adolescent Mental Health Services, Education Welfare Service, Education Psychology Service and other agencies/services coming into school to support individual pupils/groups of pupils. Staff will be able to contribute to any assessment or meeting about the child held under LSCB and the three safeguarding partners procedures as required.

2.6 Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.7 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.8 Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education will cover relevant, topics in an age and stage appropriate way, through a planned, developmental curriculum enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. Further information can be found in the DfE guidance 'Teaching online safety in school.' and 'Relationships Education, Relationships and Sex Education and Health Education.'

Through the curriculum and pastoral systems, staff will raise pupils' awareness, equip them with skills and knowledge and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy, including the dangers of Radicalisation.

Relevant issues are covered through Relationships Education and Relationships and Sex Education and through Personal, Social, Health and Economic (PSHE) education. Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. The PSHEE curriculum covers staying safe on line, cyber and homophobic bullying and teaches pupils about the risk of radicalisation.

All pupils know that there are adults to whom they can turn to if they are worried. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Every child has identified teachers/adults to whom they can talk, and knows where to access the telephone numbers of Childline and Samaritans.
- Posters with advice on where pupils can seek help.

2.9 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and the Norfolk Multi Agency Safeguarding Partnership arrangements.

2.10 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- 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 misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child
- has a family member in prison, or is affected by parental offending;
- is persistently absent from education, including persistent absences for part of the school day.

2.11 The school will support pupils in accordance with his/her agreed child protection plan as required. The school will notify any concerns or changes about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team. The school will co-operate with other agencies and the LSCB advice to act in the best interests of the child.

We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will provide support by:

- ensuring that the curriculum and ethos of the school support the child

- providing sufficient resources and time with regards to safeguarding and releasing staff in order that they can participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings)
- ensuring that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored
- including specific training to understand the particular safeguarding risks of looked after children during bi-annual school-based safeguarding training

To ensure that all of our pupils receive equal protection, (in addition to the list above IN 2.10) we will give special consideration to children who are:

- missing education/missing from education
- looked After Children
- at risk of Fabricated or Induced Illness
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or
- do not have English as a first language

Statutory Guidance: Promoting the education of looked after children.

The designated teacher for promoting the educational achievement of children who are in need, including looked after children is Gemma Wilson.

3 ROLES & RESPONSIBILITIES

The School staff with posts of responsibility for safeguarding are: *(note DSL must be member of senior leadership team or equivalent position of status and authority and there must be sufficient cover for this role. EYFS must also be covered, usually one of the deputies - **delete this part when filled in**.)*

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Gemma Wilson	Gemma.wilson@themeadschool.co.uk
Deputy Designated Safeguarding Lead (DDSL	Andrew Flett	Andrew.flett@themeadschool.co.uk
Designated Safeguarding Lead for EYFS	Jane Ovenden	Jane.ovenden@themeadschool.co.uk
Mental Health Lead	Andrew Flett	Andrew.flett@themeadschool.co.uk
Headteacher	Catherine Openshaw	Catherine.openshaw@themeadschool.co.uk
Named Safeguarding Governance Lead	*Paul Easterbrook*	*Paul.easterbrook@wishford.co.uk*

The dates of their most recent training are: 01 September 2021

Regular meetings (minimum bi-weekly) are held by the Designated Safeguarding Lead in which the whole school is reviewed (including EYFS), recorded and then fed back to SLT by the Deputy Head at SLT meetings or meetings with the Head as appropriate.

Safeguarding forms part of the agenda at all staff meetings to enable effective communication as well as staff reporting incidents on an individual basis.

3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

Governance

3.2 The Proprietor and the Director of Education & Compliance of Wishford Schools are accountable for ensuring the effectiveness of this policy and our compliance with it. We have a named governor who champions safeguarding within the school, Paul Easterbrook

3.3 The Proprietor will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Kent Safeguarding Children Partnership policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education as detailed section 6 of this policy.
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* DfE (2021);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The Wishford personnel in attendance will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils. They will also receive an Annual Safeguarding Review at the Michaelmas Term meeting

The Headteacher

3.5 At The Mead School the Headteacher is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;

- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer.
- Ensuring a Mental Health Lead is appointed

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of '*Keeping Children Safe in Education'*.

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8

At The Mead School During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person in exceptional circumstances availability via phone and or Teams or other such mediums is acceptable.

School's arrangements for any out of hours/out of term activities availability: e.g overseas visits, residential trips DSL and Deputy to share covering the period of time the trip is away for, they will be 'on call' and available using technology if they are not on the trip.

3.9 The DSL at The Mead School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely (see section 7 for more information.)

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding training pack provided by Children's Services.

3.12 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

3.13 The DSL(s) will work with the headteacher and senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.

3.14 This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

3.15 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with

a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

4 INDUCTION AND TRAINING

All staff are recruited in accordance with the recruitment policy. (See separate policy)

4.1 The Proprietor will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regular training to equip them to carry out their responsibilities for safeguarding and child protection effectively, as prescribed in government Guidance and in accordance with the expectations of the LSCB and the three safeguarding partners. All staff will receive the policies listed below before they commence work and will record they have read them and discussed them with the DSL

Training in safeguarding is an important part of the induction process. For all new staff it includes:
a review of the school's Safeguarding and Child Protection Policy and Compliance guidance including how to record and report safeguarding concerns; All staff at The Mead School use Myconcern to record safeguarding concerns. They are given training to use the programme as part of their induction.

- The identity of the DSL;
- A copy of Part 1 of KCSIE including KCSIE Annex A (leaders and those who work directly with children);
- The Behaviour Policy;
- The staff code of conduct;
- The safeguarding response to children who go missing from education – this information is included in section 6 of this policy;
- Acceptable use of IT including staff/pupil relationships and online safety; Please refer to the Mobile Technology Policy;
- Prevent training that extends to all staff;
- How to manage a report on sexual violence and sexual harassment in line with KCSIE 2021;
- acceptable use of communications and media.
- Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within 1 week of joining the school, normal practice is on the first day of induction. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

4.3 The proprietor also ensures that In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2). Using posters, staff room notice boards.

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Kent County Council. Safeguarding Children's Partnership at least once every three years. The DSL and DDSLs will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. *[It is recommended that you describe how you will do this e.g. accessing e-courier and disseminating national and local updates to staff, attendance at DSL cluster/forum meetings, Local Safeguarding Children's Groups, Personal Development].*

4.6 All members of the Wishford support office will receive safeguarding training to ensure they are able to carry out their duty to safeguard all children at our school

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '*Keeping Children Safe in Education*' (2021) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership

4.8 All staff sign to say that they have read and understood KCSIE Part 1 including Annex A and the school's Safeguarding and Child Protection policy at regular intervals or when new guidance is issued. All existing staff complete an annual update regarding their personal circumstances.(See also Induction of New Staff Policy)

5 PROCEDURES FOR MANAGING CONCERNS

5.1 The Mead School adheres to child protection procedures that have been agreed locally through the Kent Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with Kent Local Assessment Protocol and the Kent Threshold Guidance.

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here'* where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL so that appropriate agencies can be informed within 24 hours or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed system in the setting, Myconcern, if the internet is not available template in Appendix D is used. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Kent Children's Advice & Duty Service (CADS) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Kent Children's Services procedures as outlined at https://www.theeducationpeople.org/our-expertise/safeguarding/reporting-concerns-and-making-referrals-in-kent/

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Kent CADS immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Kent CADS, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.
- If it is suspected that a crime has been committed the matter will be referred to the police from the outset by the DSL.
- In relation to our nursery/EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or Mr Sam Antrobus (Wishford CEO) or Mr Paul Easterbrook (Director of Education & Compliance for Wishford Schools). If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Kent County Council CADS directly with their concerns.

6 SPECIFIC SAFEGUARDING ISSUES (INCLUDING BULLYING)

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and

parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHEE education and through assemblies and meetings. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head and the DSL will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed. There will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The anti-bullying policy is available on the school website

Contextual safeguarding

6.1 At The Mead School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that 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. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

6.3 At The Mead School we recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE): County Lines and serious violence

6.4 At The Mead School we train staff to recognise that 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. 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.

6.5 At The Mead School we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person 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. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine romantic relationship.

6.6 At The Mead School we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in

county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

6.7 We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

6.8 At The Mead staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office's Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines guidance for more information. These may indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs:

- 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;
- Signs of assault or unexplained injuries;
- Unexplained gifts or new possessions.

6.9 If a child is suspected to be at risk of or involved in county lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

So-called 'honour-based violence (including Female Genital Mutilation and Forced Marriage

6.10 At The Mead School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

6.11 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on 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 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. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (December 2015)

6.12 At The Mead School we recognise that 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 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. The Forced Marriage Unit has statutory guidance and Multi-agency guidelines and can be contacted for advice or more information: Contact 020 7008 0151 or email fmu@fco.gov.uk

Preventing radicalisation and extremism

6.13 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At The Mead School, we will ensure that:

- Through training, staff, volunteers and Wishford personnel have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Kent Channel Procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Peer on peer abuse- Child on child sexual violence and sexual harassment

6.14 At The Mead school all staff are trained so that they are aware that safeguarding issues can manifest themselves via 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 including sharing of images or video (sexting) or making inappropriate sexual comments; and
- initiation/hazing type violence and rituals.

6.15 We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important for all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi nudes images and or videos[1] (also known as sexting or youth produced sexual imagery) is a form of peer on peer abuse. [1] UKCIS guidance: Sharing nudes and semi-nudes advice for education settings

6.16 We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never

tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

6.17 At The Mead School all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

6.18 All staff will be trained in managing a report on sexual violence both as part of induction and at regular intervals and will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer abuse in line with guidance outlined in Part five of '*Keeping Children Safe in Education*' and 'Sexual violence and sexual harassment between children in schools and colleges' (2021). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up. Effective safeguarding practice will be followed which includes:

- Not promising confidentiality;
- Making sure the victim understands the next steps;
- Recognising that by disclosing the child has put the teacher in a position of trust;
- Listening carefully and not asking leading questions;
- Making notes (as long as it does not prevent you from remaining engaged with the child) and writing up the report as soon as possible. In cases such as these it might be best to wait until the end and then write it up;
- Only record the facts as presented by the child;
- Being aware of searching, screening, confiscation and sexting advice for schools if the report includes an online element;
- Managing the reports with two members of staff present (1 preferably being the DSL or DDSL);
- Informing the DSL as soon as possible if they cannot be present.

There are four likely scenarios for us to consider:

1. Manage Internally
2. Early Help
3. Referrals to children's social care
4. Reporting to the police

6.19 We will work with other agencies including the police and Children's Social Care and other services to safeguard and promote the welfare of children and protect them from harm, and as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren). Schools have a pivotal role to play in multi-agency safeguarding arrangements. The Proprietor will ensure that the school contributes to multi-agency work in line with the statutory guidance **Working Together to Safeguard Children** and to ensure the school understands their role in the safeguarding partner arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. The school will make itself aware, through the DSL, of the published arrangements of who they will be working with and the expectations placed on any agencies and organisations by the local arrangements. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We shall allow access for children's social care from the host local authority or, where appropriate, a placing local authority, to conduct or consider conducting a section 17 or a section 47 assessment.

6.20 Support will depend on the circumstances of each case and the needs of the child. If a report of this nature is made it may include completion of risk assessments by the DSL to support children (the victim, the alleged perpetrator and all the other children (and if appropriate staff) to remain in school and considers any actions to protect them. Risk assessments will be recorded and kept under review. This risk assessment will not replace the detailed assessments of expert professionals. The DSL will engage with children's social care and specialist services as required. It will also consider delivery of early intervention in respect of HSB and/or referral to The Harbour Centre Sexual Assault Referral Centre (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Kent but the victim must live in Kentto access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website. The wishes of the victim as to how to proceed will be considered as fully as is possible within the confines of this policy and the staff will act in the best interests of the child.

Modern Slavery

6.21 At The Mead School we understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. We refer to the DfE guidance Modern slavery: how to identify and support victims for concerns of this nature. for concerns of this nature.

Safeguarding responses to children who go missing

6.22 At The Mead school all staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future. This school has in place the means to monitor potential safeguarding risks through its checking and administration procedures.

6.23 At The Mead school we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:

- An attendance register is taken at the start of each school day and once during the afternoon session and an explanation for any absence is sought immediately;
- We make every effort to contact parents and carers and follow up with the emergency contacts held for any unexplained absence;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences. A record is kept by the school of any instances in which a pupil is missing from school without satisfactory permission and documentation, including the action taken and the pupil's explanation.
- The Local Authority is informed if a child does not attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files and for any of the following we follow the same procedures:

- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system i.e. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer, or their doctor, as unlikely to be in a fit state of health to attend school before ceasing to be of the school's leaving age
- have been permanently excluded

The Mead school carries out the following responses to children who go missing in education

- home visits,
- referral to Parent Support Advisor,
- attendance panel meetings with parents and carers
-

Mental Health

6.24 At The Mead school all staff are made aware, through training, 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. Our 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.

6.25 We understand that 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. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

6.26 At The Mead school we have a named Mental Health Lead, Andrew Flett. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the Mental Health and Behaviour in Schools' DfE guidance for further support.

Online Safety

6.27 At The Mead School all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

6.28 As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered, We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

6.29 More details can be found in our policies on Online Safety and Mobile and Smart Technology which consider the 4Cs, content, contact, conduct and commerce. The DSL (name of) is responsible for the Online Safety of the children on a day to day basis and relays any online safety breeches and filtering issues to the Wishford IT Team. The Wishford IT Team are always available to discuss and oversee our internet safety and use Sisco Meraki group filtering with additional white and black listings and Sensornet. This includes the use of mobile phones and 3G/4G/5G internet that is fully outlined in the Mobile Phone and Camera Policy and ICT Policy. The Wishford IT Team oversee our

internet safety and use Sisco Meraki group filtering with additional white and black listings. However, the school is ultimately responsible for ensuring safe filtering and computer usage

6.30 At The Mead School we recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting.

Cybercrime

6.31 We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

6.32 If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the Cyber Choices programme which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Children with special educational needs and disabilities or physical health issues

6.33 At The Mead School we recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

6.34 We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

6.35 At The Mead School we also recognise that pupils who attend Alternative Provision will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to.

6.36 Sexual violence and sexual harassment can be between two children or a group of children. All staff should be aware of the associated risks and understand the measures in place to manage any serious violence incidents.

- Both sexes may be affected although girls are more likely to be the victims of sexual violence and boys are more likely to be perpetrators of sexual harassment, this is not always the case. Such peer on peer abuse can be same gender based i.e boys/boys or girls/girls.
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent.
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern either on the agreed reporting form (**Appendix D)** or through the setting's electronic system MyConcern when IT is availble. Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet if a paper system is used and not with the child's academic file. These files will be the responsibility of the

DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will be kept up to date. Each concern logged will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include; a chronology, contents front cover and will record significant events in the child's life.

7.4 When a child leaves our school, (including in year transfers) the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.

7.5 We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

7.6 Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

7.7 Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Kent County Council. **educationathome@kent.gov.uk**.

8. WORKING WITH PARENTS & CARERS

8.1 The Mead School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact Kent Children's Advice & Duty Service.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to share with parents any concerns we have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Kent County Council CADS in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8.6 At The Mead School we are working in partnership with Kent Constabulary and Kent Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Kent Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'Kent *Joint Agency Protocol for Domestic Abuse – Notifications to Schools*'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

9. CHILD PROTECTION CONFERENCES

9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the guidance provided by the Kent Safeguarding Children Partnership. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. SAFER RECRUITMENT

Members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, agency staff, volunteers, students on placement and visiting staff, such as musicians and sports coaches are subject to the necessary statutory safeguarding checks before starting work to include where necessary a declaration regarding disqualification from working in childcare. All volunteers and

contractors working regularly during term-time, such as contract catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate safeguarding checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. These procedures may allow for different levels of background checks according to whether or not the individual is primarily in an unsupervised setting or has only occasional contact with children. Evidence of all these checks (the Single Central Record or Register) will be maintained as required by the current Guidance.

Visiting Speakers are researched on the internet before the event and a copy of their speech is requested to ensure the content is appropriate. They are asked to produce ID when arriving at school and supervised on site at all times. A visiting speakers' log will be maintained.

The Head's monthly report to the Proprietor includes an update on safeguarding and a safeguarding committee, including the Proprietor, and/or a member of the Wishford Directors appointed by the Proprietor will meet once per term to review all aspects of safeguarding including policies and procedures. Once a year, in the Autumn term, the governance of the school will receive and review the Annual Safeguarding Review and discuss the contents and review the role of the DSL

10.1 We will ensure that the Headteacher and at least one member of the Wishford Support Office have completed appropriate safer recruitment training. At all times the Headteacher and the Proprietor will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2021). At least one person involved in conducting an interview will have received safer recruitment training.

10.2 At The Mead School we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities. The school's recruitment process operates in line with the Recruitment Policy, which is reviewed annually or when required by changes in legislation. Please refer to the school's Safer Recruitment Policy for further details.

10.3 We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. References from a senior person with appropriate authority, (including those for internal candidates), will be obtained prior to interview. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children, if it is not part of our application form. We do not accept stand-alone CVs.

10.4 At The Mead School we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children. All interviews for any potential employee asks safeguarding questions and records, in detail, the responses given

10.5 We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in *'Keeping Children Safe in Education'* to ensure we are recruiting and selecting the most suitable people to work with our children. In accordance with KCSIE a section 128 check will be carried out for all persons involved in the governance of the school, because a person subject to one is disqualified from the role.

10.6 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff and the Director of Education & Compliance for Wishford Schools will check the SCR, at least termly, to ensure that it meets statutory requirements.

10.7 At Mead School we recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all of these processes can be found in our Recruitment and Selection policy.

Regulated Activity

The full definition is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and in HM Government a Factual Note on Regulated Activity in relation to Children scope.
Regulated activity includes:

a) teaching, training, instructing, caring for (see © below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children.
b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

11. SAFER WORKING PRACTICE

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

11.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed positive handling training will be kept by the Headteacher, (or nominated senior staff member).

11.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (May 2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. MANAGING ALLEGATIONS AGAINST STAFF (Including supply staff) & VOLUNTEERS

Allegations that may meet the harm threshold

12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk.

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work

to the thresholds for harm as set out in *'Working Together to Safeguard Children' (*2018) and *'Keeping Children Safe in Education'*, DfE (2021) below. An allegation may relate to a person who works / volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The 4th bullet point above recognises circumstances where a member of staff (including supply teachers) or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

12.3 At The Mead School we recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at KentChildrensLADO@kent.gov.uk, **Telephone:** 03000 41 08 88. These are adults such as those in the voluntary sector, taxi drivers, escorts, and fosters carers.

12.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in the local protocol Allegations Against Persons who Work with Children and Part 4 of *'Keeping Children Safe in Education'*, DfE (2021) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/ or allegation issues (including for supply teachers) is via the Local Authority Education Duty Desk on 01603 307797. A Duty Advisor (not a LADO) will give advice and guidance on next steps. If the advice is to make a referral to the LADO service then a LADO referral form should be completed Annex G. The completed LADO referral form is then sent via e-mail to: kentchildrensLADO@kent.gov.uk . If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL (or to the Proprietor where the concern relates to the DSL or Head). Any concern will be thoroughly investigated under the school's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. For more information see our Whistleblowing Policy. Staff may also raise issues directly with the Wishford team by contacting the Proprietor or anonymously using the Wishford website: www.wishford.co.uk/whistleblowing

If a member of staff has concerns about the proprietor they should discuss this with the DSL, a member of the Wishford Board (Paul Easterbrook) or use one of the external methods below.

You must whistleblow on anyone who puts children at risk. It is your duty. Whistleblowing@ofsted.gov.uk
Phone this number: On Duty Referrals 03330 139797

12.5 If an allegation is made or information is received about any adult who works/ volunteer in our setting which indicates that they may be unsuitable to work / volunteer with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Proprietor of Wishford Schools without the Head being informed. In the event that neither the Headteacher nor Proprietor is contactable

on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Director of Education & Compliance for Wishford Schools.

12.6 The Headteacher or Proprietor will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO. Or prior to the outcomes of an external investigation

The arrangements agreed upon will include informing the parents and seeking their consent for any immediate medical examination if necessary.

The member of staff against whom an allegation has been made would normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded.

If it is established that the allegation is not well founded, either on the basis of the medical evidence or further statements, then the person against whom the complaint has been made would normally be informed that the matter is closed. The complainant and the parents would also need to be informed of this.

If the Police decide to take the case further and the allegation is against a member of staff, he/she would normally be suspended or, where the circumstances are considered to warrant it, dismissed. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure.

If the abuse is alleged or suspected to have been carried out by a pupil the above procedures will be followed, but in addition the Head must be immediately informed. The Head will follow the procedures set out in the Anti-Bullying Policy and, where appropriate, take advice from the Social Services team in determining what action to take.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

12.7 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the School will usually take the lead in conducting an investigation as we have direct access to any affected children and other school staff to collect the facts.

12.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Proprietor should contact the LADO directly via email to kentchildrenslado@kent.gov.uk

12.9 Further information and guidance documents in relation to the LADO process, forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the **Kent County Council** Safeguarding Children Partnership website. Further national guidance can be found at: Advice on whistleblowing. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

12.10 The School has a legal duty to refer to the Disclosure and Barring Service 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 HR. The School must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first.

The following definitions should be used when determining and recording the outcomes of allegations

- Substantiated
- Malicious (if this is found to be the case, no records will be kept on file)
- False
- Unsubstantiated
- Unfounded (this is the new category to reflect cases where there is no evidence or proper basis which supports the allegation)

In all circumstances (other than malicious) a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

At the conclusion of any case we will review our procedures to determine whether there are any improvements or changes to be made.

Concerns that do not meet the harm threshold

12.11 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the thresholds as stated above. In Kent the 'low level' concern process is to consult with the Local Authority Education Duty Desk on 0300 041 4525. At The Mead School we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

12.12 We have a policy which sets out what low level concerns are, Appendix H, the importance of sharing these appropriately, how the setting addresses unprofessional behaviour and supports the individual to correct it at an early stage. This includes when staff should self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

12.13 At The Mead School we understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action. This could be through a disciplinary process but also by referring to the Local Authority Education Duty Desk on 03000 412 284. Please note, where a child, parent/carer or staff member makes an allegation of harm, this will not be considered as a 'low level' concern without consultation with the Local Authority Education Duty Desk or the LADO service directly.

12.14 We recognise that low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

13. USE OF PREMISES FOR NON-SCHOOL/COLLEGE ACTIVITIES

13.1 Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements are in place to keep children safe.

13.2 We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

13.3 In the event of the Designated Safeguarding Lead not being in school for any reason, any member of staff who has concerns about any child should contact the Deputy Safeguarding Lead. The Designated Safeguarding Lead should be informed as soon as possible. If he/she is unavailable the Proprietor (or his representative) will take on the Designated Safeguarding Lead's role and will continue to deal with concerns until the Designated Safeguarding Lead returns to School. In the unlikely event of there being no Designated Safeguarding Leads in school, a senior member of staff will be designated as a temporary Safeguarding Officer.

14. RELEVANT POLICIES

14.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Low Level Concerns
- Anti-Bullying
- Behaviour which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Recruitment & Selection (which adheres to Part 3 of *Keeping Children Safe in Education'*.)
- Whistleblowing
- Attendance
- Online Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays
- RSHE

15. EDUCATING CHILDREN ABOUT SAFEGUARDING – PLEASE ALSO SEE PSHEE/RSE POLICIES AND ONLINE SAFETY IN WISHFORD IT POLICY

15.1 We raise the awareness of children and equip them with the skills and knowledge needed to keep safe by including opportunities for educating children exist by covering relevant issues through Relationships Education and Relationships and Sex Education (formerly Sex and Relationships Education) and/or through Personal, Social, Health and Economic (PSHE) education. We acknowledge that the Government has made regulations which make the subjects of Relationships Education (for all primary schools) and Relationships and Sex Education (for all secondary schools) mandatory.

15.2 The PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. We also ensure that children know that there are adults in the school whom they can approach if they have a concern. It also covers staying safe on line, cyber and homophobic bullying and teaches pupils about the risk of radicalisation. The school has a robust IT filtering system to ensure that only appropriate content can be viewed online.

Photos and cameras

15.3 The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect all pupils, including those in EYFS, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent

- not use pupils full name with an image
- ensure pupils are appropriately dressed
- ensure that personal data is not shared
- store images appropriately, securely and for no longer than necessary
- only use school equipment, i.e. not personal devices
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- In the EYFS personal cameras and phones will be locked away during the day.
- When choosing photographs for the website, we are mindful of the way children may appear in them, and will not include images which are in any way inappropriate.

16. PROMOTING & RAISING AWARENESS

16.1 The diagram on page 31 indicates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral** and everyone has a responsibility to know how to.

Actions where there are concerns about a child.
The flow chart on page 32 shows staff which actions to follow if required.

16.2 Through the curriculum and pastoral systems, all staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from harm. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is age appropriate to all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy, including the dangers of Radicalisation.

16.3 Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RS lessons are used to promote tolerance and mutual respect and understanding.

16.4 All pupils know that there are adults to whom they can turn to if they are worried. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Every child has identified teachers to whom they can talk, and knows where to access the telephone numbers of Childline and Samaritans.
- Posters with advice on where pupils can seek help.
- We provide regular lessons to pupils for online safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on cyber-bullying please refer to the school's anti-bullying policy.
- We cover relevant issues through Relationships Education and Relationships and Sex Education and through Personal, Social, Health and Economic (PSHE) education.

Sharing information or images with other agencies, on the website or in the press

16.5 The school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We operate the following policy regarding the use of photographs, to ensure the privacy and safety of children at the school: where a child is named, no photograph of that child is displayed; where a photograph is used which shows a child, no name is displayed and where children are named, only their first names are given.

16.6 The school follows a policy of seeking parents' permission before using images which show children on the website or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the office shared drive and is available whenever photographers are present. No private information about children is ever published on the website. By observing these points, this school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, we are mindful of the way children may appear in them, and will not include images which are in any way inappropriate.

17. POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in a position of trust in relation to the young people in their care which they have a public duty to maintain by keeping them safe. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

18. COMPLAINTS PROCEDURE

Copies of the School's Complaints Procedure can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the School's Complaints Procedure.

19. OFF-SITE VISITS

Appropriate risk assessments must be in place prior to any off-site visit taking place.

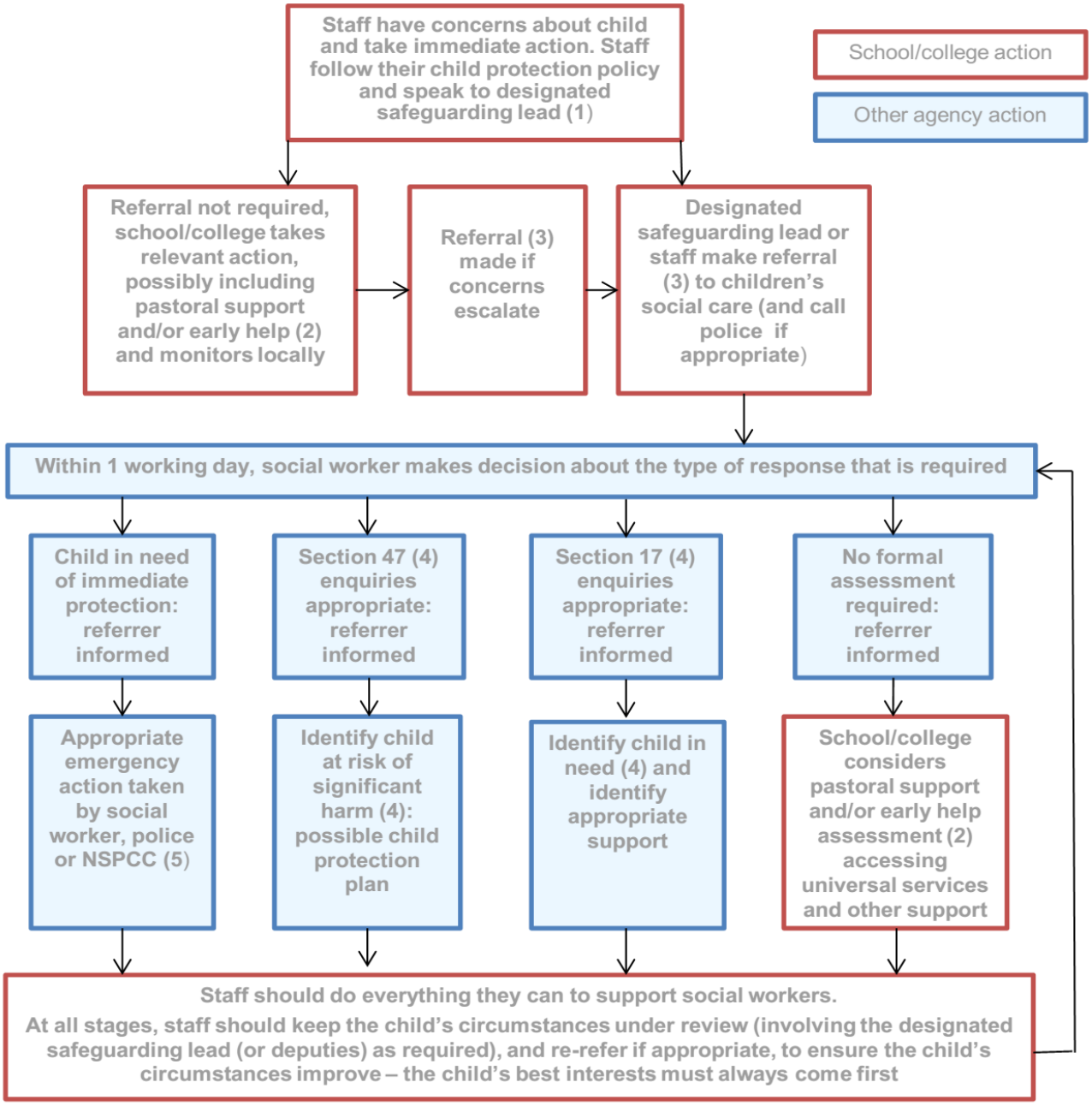
Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.

Safeguarding concerns or allegations will be responded to following the local procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead, who will pass to Social Care if appropriate. In an emergency the staff member in charge will contact the police and/or social care.

Staff accompanying overnight trips will receive updated safeguarding training before they depart, and will take part in a de-brief meeting with the DSL following their return, so that they may have an opportunity to discuss any safeguarding concerns they may have had or any required changes to safeguarding policy and procedure.

The Educational Trips Policy should be read for further details. As a school we do not undertake exchange visits.

ANNEX A - LSCP INFORMATION AND FLOW CHART



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

Kent Safeguarding Children multi-agency partnership | Kent County Council

KENT SUPPORT LEVELS GUIDANCE SHEET PROFESSIONALS

1

This form is designed as a quick reference guide and should be used in conjunction with the online Kent Support Level Guidance www.kscmp.org.uk

The following examples and key indicators are for professional 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

Child or Young Person—Indicators

- My attendance at school/college/training is above 90%
- There are no concerns about my home/school link
- There are no barriers to my learning and no concerns about my cognitive development
- There are no concerns about my behaviour
- I am able to discriminate between 'safe' and 'unsafe'
- I am able to understand right from wrong and act appropriately
- I have a positive sense of self, with no concerns about me forming relationships
- I have stable and affectionate relationships with my parents/carers
- I am physically healthy and my development checks are up to date
- I have an adequate and nutritious diet, regular dental and optical checks
- There are no concerns about my mental health
- There are no concerns about my attitude to drugs or alcohol
- There are no concerns about my use of technology
- I live in adequate housing and in a safe and secure environment
- I have a positive sense of my abilities
- I have positive relationships with my peers
- I have good core relationships with my siblings

Parents / Carers

- My parents/carers can meet my needs, including taking me to school and all my health appointments
- My parents/carers provide me with guidance and boundaries to support my development
- My parents/carers provide me with secure and caring parenting
- My parents/carers are able to manage my behaviours

Risks to me outside my home

- I am safe at home and outside in my community

ADDITIONAL SUPPORT LEVEL 2

Child or Young Person—Indicators

- I occasionally truant or have absences from school
- I have had some fixed term exclusions
- I have started to go missing, or been absent from school or home
- I have not developed good attachments/relationships
- I am a young carer with some responsibilities at home
- I am a teenage parent and I require some low level support
- I am not reaching my developmental milestones
- I have language/communication difficulties
- I need some low level support due to a diagnosed disability or sensory impairment
- I am showing early signs of associating with peers who are involved in crime or anti-social behaviour
- I am showing early signs of instigating or experiencing problematic sexual behaviour and language
- I have low level mental health or emotional issues or self harm
- I am saying I want to 'run away'
- I have disruptive/challenging behaviours
- I am at risk due to low level/emerging neglect
- I am home educated and there are concerns about my welfare
- I am negatively affected by difficult adult/family relationships

Parents / Carers

- My family is impacted by poverty affecting their access to appropriate services/affecting my development
- My family home is in a poor state of repair, impacting on my health/development, or there is serious level of overcrowding
- My family are facing eviction/statutory homelessness
- My parents/carers struggle to meet my needs, or they place their own needs above mine
- My parents/carers struggle to provide me with good supervision or behaviour management
- My parents/carers often do not take me to my appointments which impacts negatively on my health or development
- My parents/carers health including physical/mental/learning disability or substance misuse, impacts negatively on my health or development
- My parents/carers require support to understand my disability or sensory impairment, and lack strategies to manage
- My parents/carers are at risk of entering the Criminal Justice System due to low level offending/anti-social behaviours
- My parents/carers used to be a Child in Care

Risks to me outside my home

- I am being encouraged to use substances
- I am being encouraged to truant from school
- I am being encouraged to commit low level crimes or become involved in anti-social behaviour
- I may be at risk due to content, conduct or contact online

INTENSIVE SUPPORT LEVEL 3

Child or Young Person—Indicators

- I have persistent unauthorised absence from school/NEET
- I am not on any school roll/I am Child Missing from Education (CME)
- I am at risk of, or I have been permanently excluded from school
- I am home educated, there are significant concerns for my welfare
- There is serious delay in me achieving my developmental milestones creating significant concerns
- I regularly go missing from home or school with no explanation
- I am at risk of suicide and my family need help to support me
- I am at risk of committing crimes and need preventative support
- I am a pregnant teenager with serious concerns about me/my unborn baby
- I am vulnerable to being sexually abused or exploited
- I am vulnerable to/exhibiting intimate partner abuse/violence
- I am vulnerable due to my drugs and/or alcohol use
- I have significant disabilities and require professional support
- I am a homeless child in need, including 16-17 years old
- I am a young carer whose caring duties are affecting my outcomes
- I have significant dental decay that has not been treated
- I am a child subject of a Court Ordered Report under s7 or s37 being completed by children's social care
- I am a child under an Education Supervision Order/Section 36 Children Act

Parents / Carers

- I am unborn, the level of concern requires a pre-birth risk assessment
- I am being chronically neglected. Food, warmth and other basics are often not available. I live in very poor home conditions
- I am at risk due to the levels of domestic abuse in my family home
- I am at risk due to my parents/carers inability to parent consistently, and this is impacting negatively on my development
- I am at risk due to inappropriate child care arrangements
- I am at risk due to my parents/carers health or disability, or learning difficulty, or substance misuse, or their offending behaviour having a direct negative impact on me
- I am at risk due to my parents/carers own emotional or mental health difficulties, impacting on my health or development
- My family needs support to meet my disability needs
- I am Privately Fostered
- My family are being evicted despite professional/agency support
- I am at serious risk because my family may breakdown and I will be homeless, or I may have to be looked after outside my family network

Risks to me outside my home

- I am being encouraged to become involved in a gang
- I am being encouraged to carry drugs/weapons
- I am at risk due to having contact with people who pose a risk of physical or sexual harm to children
- I am in a peer group that regularly goes missing
- I am at risk due to improper content, contact or conduct online
- I am vulnerable to criminal/sexual exploitation or radicalisation

SPECIALIST SUPPORT LEVEL 4

Child or Young Person—Indicators

- I am not growing or developing properly with no medical reasons for this
- I am a non-mobile baby or non-mobile child with a bruise or an injury
- I am under 13 years of age and sexually active/have an STI/pregnant
- I have committed crimes / I am known to the Police
- I have been physically/sexually abused, including child sexual assault
- I have been kicked out of home, or I have left home as I am not safe there
- I have retreated socially, or I am struggling with my emotional/mental health and this is having a significant impact on me
- I have plans to take my own life
- I have been abandoned or severely neglected by my parent/carer
- I am being significantly emotionally abused by my parent/carer/partner
- Others have significant concerns about my reliance on drugs or alcohol
- I am home educated, there are serious concerns for my safety

Parents / Carers

- Meeting my needs as a severely disabled child has a significant impact on my family/parents/carers
- I am at significant risk because my carer cannot parent me properly
- I am at significant risk because my parents/carers are not supporting my medical or development needs
- I am at significant risk because my parents/carers are not able to protect me from known abusers in, or coming to, our family home
- I am at significant risk due to being left at home alone without adequate supervision or support
- I am at high risk due to my parents/carers mental health/substance abuse
- I am at high risk due to the level of domestic abuse in my family home
- I am an unborn at risk due to the pregnancy being concealed
- I am at risk because my parent/carer has abused/neglected another child
- A previous child has been removed from my parents/carers care
- I am at risk, my carer is exaggerating or causing symptoms/illness in me
- I am at high risk due to my parents/carers learning or physical disability
- I am at high risk due to my parents/carers cultural customs regarding Female Genital Mutilation (FGM)
- I am being forced to marry someone I don't want to
- I am at high risk due to my family's honour/cultural customs
- My parents may be benefitting from the risks to me outside my home

Risks to me outside my home

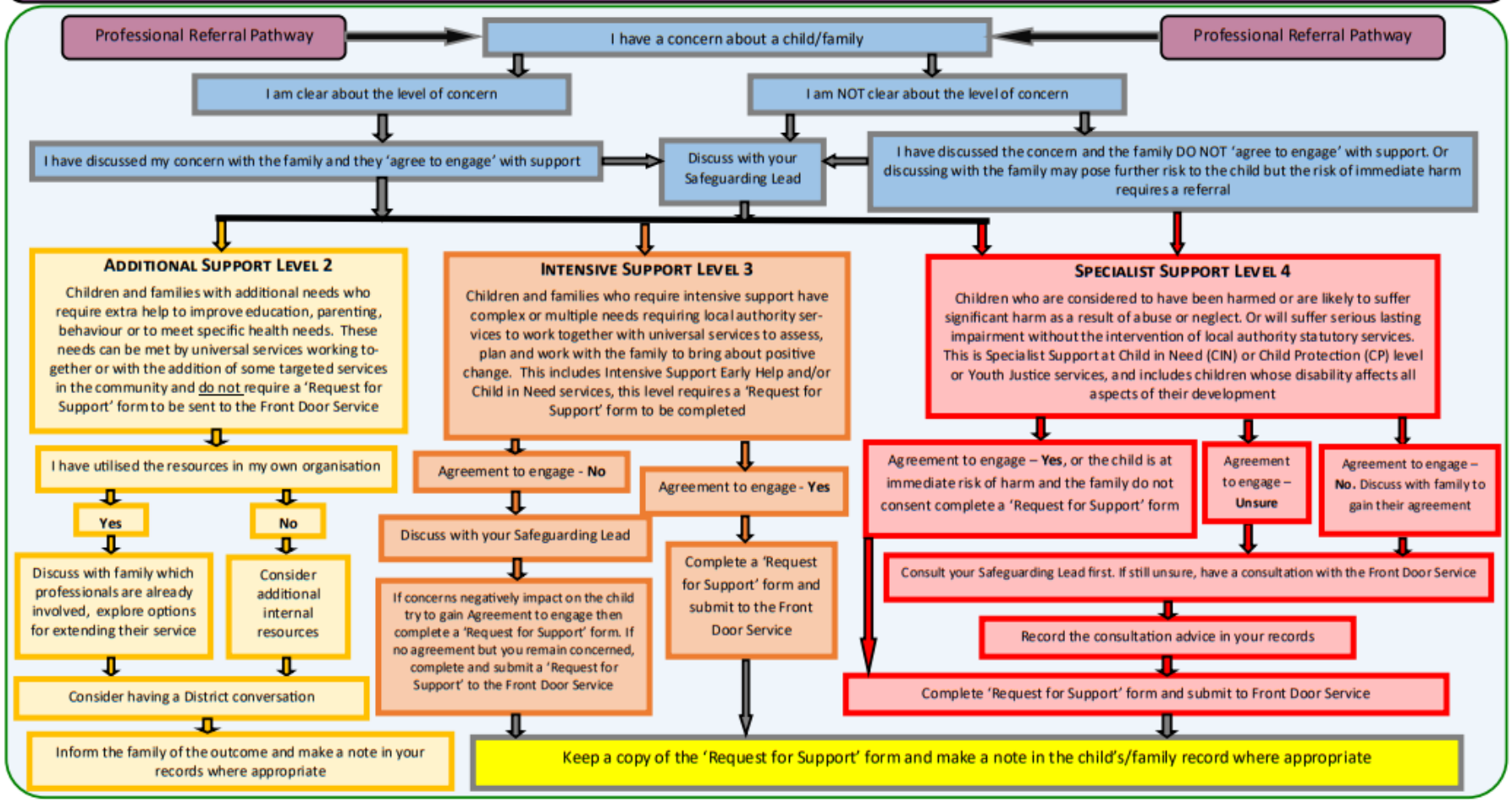
- I am being trafficked
- I am experiencing peer on peer abuse which may involve use of/or being forced to carry weapons in a group setting, i.e. gangs/county lines
- I am at high risk of harm due to illegal or inappropriate content, conduct or contact online
- I am high risk of harm of being radicalised, abused or exploited through technology or inappropriate relationships, in person, or online
- I am being criminally/sexually exploited in a group setting, i.e. Gangs
- I am instigating or experiencing intimate partner abuse or violence
- I am at high risk of significant harm when I go missing from home

KENT SUPPORT LEVELS GUIDANCE SHEET

2

Risks or harm to me outside my home; A contextual safeguarding approach is applied

This is when my experiences of harm are beyond my home, my parents/carers. It's when the different relationships that I form in the places, or spaces I spend time, like my neighbourhood, my school and online or within my peer group may feature violence and/or abuse. It often means that I am experiencing a level of coercive control that I don't recognise or accept as abusive relationships, which may undermine my parents/carers influence over me



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 answer the questions when completing the online 'Request for Support' form, because the information you provide, 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. Information at kscmp.org.uk/supportlevels

ANNEX B - WHAT IS CHILD ABUSE?

Types, Patterns, Recognitions and indicators of abuse and neglect

See the following advice - 'What to do if you're worried a child is being abused' - *https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2*

and 'Practitioners Guide to Threshold Criteria for Children in Need and in Need of Protection' - *http://www.readinglscb.org.uk/information-professionals/threshold-criteria/*

and Safeguarding Children from Abuse Linked to Belief in Spirit Possession

http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DFES-00465-2007.pdf

Child abuse can fall within the following categories and may take place wholly online or technically may be used to facilitate offline abuse:

- 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 community setting by those known to them or more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or 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.
    - Fabricated or Induced Illness – Physical harm caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
    - Harm caused by culture, faith and beliefs - is defined for the purposes of this policy as the belief that an evil force has entered a child and is controlling him. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is defined here as attempting to expel evil spirits from a child. The abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged 'diagnosis' and 'exorcism' may take place.
    - Female Genital Mutilation – Staff need to be aware of what this is. (FGM) The partial or total removal of external female genitalia, practice in some cultures. Teachers cannot examine, but only raise concerns with the DSL. Guidance can be found here; https://www.gov.uk/government/publications/female-genital-mutilation-guidelines. Mandatory Reporting of FGM is in place and procedural information can be found here; https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information. If you become aware of a case, legislation requires you to make a report to the police. It is recommended that you make a report orally **by calling the police using the non-emergency number 101.**
- 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. The sexual abuse of children by other children is a specific safeguarding issue in education

- Child sexual exploitation (CSE) - involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. A fuller definition is included below.
- 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.
- 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.

Further information on Preventing Radicalisation - Protecting children from the risk of radicalisation should be seen as part of school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

For advice and support on extremism, contact: Sally Green, 03000413439, sally.green2@kent.gov.uk

Further information on the following specific safeguarding issues can be found on the TES website and the NSPCC website. Broad government guidance is also available via the GOV.UK website.

- Forced Marriage
- Honour-based violence (FBV)
- Domestic Violence
- Gender based violence/violence against women and girls (VAWG)

- Mental health
- Private fostering
- Sexting
- Teenage relationship abuse
- Trafficking
- Gangs

Signs and Symptoms of Child Abuse

These are some of the signs and symptoms and types of behaviour which may indicate that a child is being abused. In themselves they may not be proof of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. There is a good deal of overlap between the signs and symptoms of the different categories of abuse.

Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression, bullying
- Over-compliant behaviour
- Running away
- Significant inexplicable changes in behaviour
- Deterioration of work
- Unexplained pattern of absence, which may serve to hide injuries

Possible signs of Fabricated Illness

- The only person noticing the symptoms is the parent or carer
- Exaggerating or fabricating symptoms to suggest the presence of an illness
- Repeatedly being absent for apparent medical reasons

Possible signs of harm caused by culture, faith or beliefs

- Beating, shaking, burning, cutting, stabbing, semi-strangulation, tying up the child, rubbing chilli peppers or other substances on the child's genitals or eyes or placing chilli peppers or other substances in the child's mouth
- Not allowing the child to eat or share a room with family members or threatening to abandon them
- Telling a child that they are possessed
- Failure to ensure appropriate medical care, supervision, regular school attendance, good hygiene, nourishment, clothing

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Low self-esteem

- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Possible signs of sexual abuse

- Bruises, scratches or bite marks on the body
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games etc.
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or to go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Possible signs of emotional abuse:

- Low self-esteem
- Changes in behaviour
- Withdrawal
- Extreme aggression or passivity
- Air of detachment - 'I don't care'
- Mistrust of adults
- Over-compliance
- Social isolation
- Frequent tummy pains and other pains
- Repression
- Depression
- Self-inflicted injuries
- Running away
- Reluctance to go home
- High level of attention-seeking behaviour
- Flinching from contact
- Sudden speech disorders

Possible signs of bullying: (These signs must be investigated and are deemed unacceptable. Their legal threshold must be understood and the position of vulnerable children, including those with SEN/D, acted upon in accordance with this policy and local authority guidelines.)

- Physical pushing, kicking, hitting and punching
- Verbal name calling, sarcasm, spreading rumours, humiliation and continuous ignoring of individuals
- Racial taunts, taunts to pupils with SEND, graffiti and gestures
- Sexual and abusive comments and unwanted physical contact
- Abusive telephone calls, text messages or e-mails
- Banter which is threatening to another child

Further information can be accessed via the NSPCC's child protection fact sheet "Signs of Abuse"

(www.nspcc.org.uk/signsofabuse)

OTHER TYPES OF ABUSE OF CURRENT CONCERN

Child Sexual Exploitation

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

All children can be at risk from Child Sexual Exploitation. Not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present. The guidance on CSE is non-statutory.

Like all forms of child sexual abuse, child sexual exploitation:

- 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;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- 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; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

Practitioners should not rely on 'checklists' alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance Working Together.

Sexual exploitation can have links to other types of crime. These include:

- Child trafficking;
- Domestic abuse;
- Sexual violence in intimate relationships;
- Grooming (including online grooming);
- Abusive images of children and their distribution;
- Drugs-related offences;
- Gang-related activity;
- Immigration-related offences; and
- Domestic servitude.

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;

- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Actions:

- Use missing persons approach if appropriate
- Report continuous absence of ten days
- Follow procedures around concerns
- Victims can be of any age, gender, ethnicity or nationality. Look for signs of malnourishment, bruising or lack of required paperwork.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. **NICCO** provides information to support staff working with offenders and their children, to help mitigate negative consequences for these children.

Honour Based Violence HBV

So-called "honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or the community, including female genital mutilation (FGM), forced marriage and practises 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. All forms of HBV are abuse and should be escalated as such. If a member of staff has any concerns they should speak to the DSL (or deputy) who will activate local safeguarding procedures

Female Genital Mutilation

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report **known** cases to the police under section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM__-_FINAL.pdf

Forced Marriage

Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence treats or coercion is used.
Multi agency guidelines;
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.
As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.
We will work with other partners including the Channel Panel.
The DSL is appropriately trained and be able to offer advice, support and information to other staff.
We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.
Prevent police officer in local area = See Annex A
Prevent duty – See Annex A
http://educateagainsthate.com/

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

The school will follow the legal requirements of reporting as set out by the LSCB

Dealing with issues relating to parental responsibility

https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility

Domestic Abuse

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
- emotional

Sexual Violence & Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships

You should read Part five alongside the Departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges it contains further detailed information on:

- what sexual violence and sexual harassment constitutes,
- important context to be aware of, including; what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools and colleges,
- advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment, and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).

Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

ONLINE SAFETY SUPPORT

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

www.educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

ANNEX C - STAFF BEHAVIOUR AND CODE OF CONDUCT/STAFF BEHAVIOUR POLICY

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees their tutor.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car. **If this occurs a written record must be kept**

Confidentiality & Information Sharing

The over-riding principal is that the welfare of the child is paramount. Privacy and confidentiality must be respected where possible, provided that doing so does not leave a child at risk of harm.

Staff and other adults who have a concern about a child have a responsibility to share the relevant information with the Designated Safeguarding Lead and/or **Deputy Safeguarding Leads**, who may in turn share that information with other professionals. Sensitive information should be shared with the minimum number of people possible in order to properly investigate and resolve the concern.

Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information only to those who need to know and can help.

The following "golden rules" for information sharing are taken from Government guidance:

- Remember that the Data Protection Act is not a barrier to sharing information. It provides a framework to ensure that personal information about living persons is shared appropriately.
- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. If you decide not to share, then record why.

Mobile Phones – please see Mobile Phone Usage Policy

Our school believes that keeping children safe is of paramount importance. We also seek to ensure that everyone in the school is safeguarded against allegations and works to high standards of professionalism. Practitioners, teachers, volunteers, students and other visitors to the school, who will be in areas where children are present, are asked to switch off their mobile phones and to keep them in their bag or pocket as appropriate. In the EYFS all mobile devices are locked away and not accessed during the school day when children are present

Mobile phones and cameras

The school provides mobile phones for trips and cameras for taking photographs when necessary (staff portfolios whilst training, evidence of pupil progression in EYFS).

Mobile phones should not be used when supervising or teaching children except in cases of emergency. Images of children must not be taken or stored on any personal mobile phone. If a phone/camera is to be

used for school blogs or Twitter whilst on educational visits, permission must be obtained from the Head and reference to their use and subsequent safety of data must be referred to on the trip risk assessment. Images must be deleted as soon as they have been used and not stored on the phone or camera.

Photography can be used for recording achievements, for records and for other school use. However, only school cameras can be used to photograph children. Images can only be stored on school, password protected computers and then must be deleted from the camera immediately and especially before the camera leaves the premises on an educational visit. Images can be printed for record and other school purposes.

Consent will be obtained from parents in order for photographs to be taken and used for evidence or recording achievements. Consent will be obtained for use on the school website or in publicity material. Please ensure you are aware of those children for whom permission has not been granted. Any photography or videoing of children will be done by staff/parent/carers and must always take place in full view of others.

Cameras and mobile phones are not permitted in toilet areas or where children are changing.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. They should not communicate with pupils using social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their private use of social networking sites **and – should not have pupils as contacts. Staff should exercise caution in having parents as social media contacts**) and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

Physical contact with pupils

There is an absolute ban on the use by any member of staff of any form or threat of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint (Known as Positive Handling)

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself, another or to property, prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise or committing an offence and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL who will decide what to do next. Where this relates to the school's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff. A written record should be kept of any such journeys.

Use of physical interventions:

- There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.),
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
    a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
    b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
    c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

ANNEX D - CHRONOLOGICAL RECORD OF CONVERSATIONS, OBSERVATIONS AND PHONE CALLS RELATING TO THE SAFETY AND PROTECTION OF CHILDREN

Form A - Draft Recording Form for Safeguarding Concerns

Name of Child		
Gender	Age	Date of birth

Your name	Position	Date and time of incident

Name and details of person raising concern (if applicable)
Description of incident or circumstances concern including (i) child's perspective (verbatim where possible); (ii) details of anyone alleged to have caused the incident or concerns; and (iii) details of any witnesses or others who share the concerns

Date and time brought to attention of DSL/Head/Proprietor	Brought to whose attention
Signed	Date and time

This form should immediately be passed to the Designated Safeguarding Lead ("DSL"), or the Head/Proprietor as appropriate

Form B - DSL follow up form

Time form received by DSL:

Action taken by DSL:

Referred to……..

Attendance Lead	Police	Just One Norfolk	CADS	PSA	Community & Partnerships	Other
☐	☐	☐	☐	☐	☐	☐

Date: Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to…?

Pastoral team	Teacher	Child	Person who recorded disclosure
☐	☐	☐	☐

Further Action Agreed:

e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

DSL Signature:

Date:

ANNEX E - THE LANGUAGE OF SAFEGUARDING AND CHILD PROTECTION

Child/Children - Everyone under the age of 18.

Safeguarding – Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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. It can also includes issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

Child Protection - Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

Significant harm - The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Early Help – Providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

Responsibilities - The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at this school are expected to support the school's Child Protection Policy, with overall responsibility falling upon the

CAF – Common Assessment Framework an early help inter-agency assessment. It offers a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from the Common Assessment may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however, undertaking a CAF is not a pre-requisite for making a referral.

CADS – Children's Advice and Duty Service

Staff - Refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Parent - Refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

LADO– a post in the local authority, to coordinate and manage allegations against staff.

Social Care Direct – Local Authority children social care/Family services.

LSCP - Local Safeguarding Children's Partnership

DSL - Designated Safeguarding Lead.

Proprietor – The person with overall responsibility for the governance of the school, Sam Antrobus.

ANNEX F – DSL JOB DESCRIPTION

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required and within one working day
- Be aware that parent consent is not required for referrals to statutory agencies

Work with others

Act as a point of reference with the three safeguarding partners

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four KCSIE) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff (especially pastoral support staff, school medical teams, IT technicians and SENDCos) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake training

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role, including inter-agency training. This training should be updated at least every two years. The designated safeguarding lead and any Deputies should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action, local authority children's social care referral arrangements.
- Have a working knowledge of how their local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- On induction and at regular periods, ensure each member of staff has access to and understands the school's child protection policy and procedures, the staff behaviour policy, the Behaviour Policy, the safeguarding response to children who go missing from education, the role of the designated safeguarding lead, the work of the three safeguarding partners, LCSB advice including Prevent and online safety, especially new and part time staff; Prevent training extends to all members of staff. All staff will be trained in managing a report of sexual violence and harassment in line with KCSIE 2021
- Build a culture of 'it could happen here' and are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners
- Are able to keep detailed, accurate, secure written records of concerns and referrals (Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is

likely to be significantly impaired without the provision of such services, or disabled children.)

- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. Abuse can be wholly online and can facilitate offline abuse.
- Can recognise the additional risks that children with SEN and disabilities SEND face online, eg from online bullying, grooming and radicalisation and are confident they can support SEND children to stay safe online.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- Ensure the school child protection policies are known, understood and used appropriately, including awareness of the DSL's role, the whistleblowing policy, the early help process and the staff's role in it, their capacity to make referrals to children's social care and why, and what to do if a child tells them they are being abused or neglected;
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local LSCB and the three safeguarding partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding. The DSL should give regular updates to staff as required.
- Child protection file - part of next section
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as the DSL and the SENDCo are aware of the content of these files.

Consider if it is appropriate to share any information with the new school in advance of a child leaving; e.g. if it would allow the new school to continue supporting victim/alleged perpetrators of abuse.

Annex G

Kent Safeguarding Children multi-agency partnership

Kent County Council kent.gov.uk

COUNTY LADO SERVICE- CHILDREN'S SAFEGUARDING
LADO REFERRAL FORM – for Professionals

Date of referral	Select Date

Section A – only complete form if you can answer '**Yes**' to Q1 and at least one of the other 4 questions	
1. Does this person **work** in the wider **children's workforce** in **KENT** [**not** Bromley, Bexleyheath or Medway (Strood, Rochester, Chatham, Gillingham & Rainham)]	Select
Has this person met the Harm Threshold:	
1. Behaved in a way that has harmed a child or may have harmed a child?	Select
2. Possibly committed an offence against or related to a child?	Select
3. Behaved towards a child or children in a way that indicates that he or she would pose a risk of harm to children if they work regularly or closely with them?	Select
4. Behaved in a way that indicates they may not be suitable to work with children? (includes transfer of risk, risk by association)	Select

Please note that if you are **unsure** whether a referral should be made you can call the County LADO Service on **03000 410 888** and ask to speak with the **LADO ENQUIRIES OFFICER** who would be happy to advise you.

Section B - The Person Being Referred *(if more than one person involved, please complete separate forms)*
***Sections are mandatory, and every effort should be made to complete before submitting the referral. If key data is missing the referral may be returned to you due to the County LADO Service not being able to proceed.**

Full name of Person being referred *		**Date of Birth * / age**	
Previous names known (including maiden/aliases)* Record unknown if do not have the information		**IF A FOSTER CARER- Do they have a partner?**	Select
		Full Name of partner	
Gender *	Select	**Partner's Date of Birth ***	
Home Address *		**Disability (if known)**	Select
		Ethnicity	Select

Employer's name and address (including Agency & Voluntary organisations) *			
Job Title /Role *		**Start date of current employment ***	
What contact does the person have with children in that role?			
Is this their main/substantive role?	Select		
Does the person have any other contact (through work/volunteering with children?) Please provide details if known		**Is the person aware that a referral has been made to the LADO?**	Select
Have there been previous concerns or allegations against this person? If yes, please give details		**Does this person live with children?**	Select

Section C - Details of Child Involved *(if applicable)* **or adult** *(if historical)*			
Full name of Child		**Date of Birth**	
Gender	Select	**Disability**	Select
Ethnicity	Select	**SEN**	Select
Home Address		**Status of child**	Select
Details of Parents or Local Authority (and social worker) if child is in care		**Are parents or social worker aware of incident?**	Select

Section D - DETAILS OF THE ALLEGATION/CONCERN					
What is the nature of the allegation, concern or harm caused or posed by this individual?	Click to select	**Has child been harmed or sustained an injury?**	Select	**Is this a historical allegation?**	Select

Please provide details of incident that have given rise to the concerns
(please provide as much information as possible including details of any other children involved, injuries/harm suffered, dates and location, details of any witnesses and any actions/decision that have been taken)

Date, time and location of Incident*:

Details:

Any Actions taken so far?

Section E -			
Have you informed the member of staff (MOS) you have made a referral?	Select	**Date informed and details of what information was shared?**	
Reason for not informing MOS at this stage:			

Please note it is expected the MOS is informed about an allegation made against them and to work transparently and timely with them. If MOS has not been informed at the point of the referral, possibly due to safeguarding reasons, the LADO will discuss with the referrer how and when this should be undertaken.

Section F - Details of Person completing this form.			
Your name *		**Your Role ***	
Telephone Number *		**Email address: ***	
Organisation Name and Address *			
Are you the person with lead responsibility for allegation management in your organisation?	Click to select	**If no, what is the name and contact details of your lead person?**	
Have you consulted with the LADO Enquiries Officer about this allegation/concern?	Select	**Date contacted:**	

For Office Use only

Section G	
LADO Scoping and rationale	
Name of allocated LADO	
Does this referral meet the threshold for LADO procedure? **What is the categorisation?**	

(Allegation, Consultation or For information only)			
Advice given with Rationale around: ➢ **Immediate safeguards** ➢ **Triangulation of known information – context, searches, complicating factors** ➢ **Welfare support** ➢ **Next steps/sign posting** **(using the Quality Assurance Practice framework)**			
Search Results	**MOS -** **YP -** **SETTING -**		
Liberi ID (MOS)		**Liberi ID (Child)**	

Note: To be completed electronically and emailed as a 'word document only' to kentchildrenslado@kent.gov.uk

All allegations (and where you are unsure) must be notified to the LADO within 1 working day (24 hours)

Please ensure the child/ren are safeguarded by making a referral to the Childrens Social Work Services where appropriate. This is separate from the County LADO Service referral.

Annex H

WISHFORD SCHOOLS

Low Level Concerns

CONTENTS

1. **INTRODUCTION**
2. **SCOPE & REFERENCES**
3. **DISTINCTION BETWEEN ALLEGATIONS & LOW-LEVEL CONCERNS**
4. **PROCEDURE FOR REPORTING & RECORDING LOW LEVEL CONCERNS**
5. **IMPLEMENTING A WRITTEN LOW-LEVEL CONCERNS POLICY**
6. **DATA PROTECTION**
7. **REVIEW OF THE CENTRAL LOW-LEVEL CONCERNS FILE**
8. **HOW LONG TO KEEP RECORDS OF A LOW-LEVEL CONCERN**
9. **SHOULD LOW-LEVEL CONCERNS BE REFERRED TO IN A REFERENCE?**
10. **ROLE OF GOVERNANCE**
11. **ADVICE AND ACTION FLOW DIAGRAM**

1. INTRODUCTION

At insert school name School, we take safeguarding very seriously. This includes ensuring that adults who work with children do so in a way that is in accordance with the ethos and policies set out by the school, including the Staff Code of Conduct. As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about any adults working in or on behalf of the school (including supply teachers, volunteers and contractors), including allegations that do not meet the harm threshold, are reported, recorded and dealt with promptly and appropriately.

In dealing fully with all allegations and concerns, no matter how minor, we aim to create an environment which identifies concerning, problematic or inappropriate behaviour early and minimises the risk of abuse. Through regular training and our communication systems, we ensure every adult working in or on behalf of the school is clear about their professional boundaries and expectations and has confidence and clarity in the whistleblowing procedure, including our culture of self-referral. A culture encouraging the reporting of Low-Level Concerns enables staff to share any concerns they may have, no matter how small, about their own or their colleagues' behaviour.

2. SCOPE AND REFERENCES

By creating a separate policy for low level concerns, the school aims to empower staff to have high expectations of themselves and their colleagues, collectively and individually monitoring and reinforcing the school's values and expected behaviour set out in the staff code of conduct.

This policy should be read in conjunction with the school's safeguarding and whistleblowing policy as well as the staff code of conduct. This Policy sets out good practice and provides guidance on how to deal with situations and put in safeguards where a low-level concern may be encountered to ensure promoting of a safe culture and preventing possible harm and ensures concerns are shared responsibly with the right person, recorded and dealt with appropriately. A member of staff who has a concern about another member of staff should inform the Head Teacher about their concern using a Low-Level Record of Concern Form. If the Head Teacher cannot be contacted, the CEO of Wishford (Sam Antrobus) or the Director of Education (Paul Easterbrook) should be contacted instead.

This policy refers to and takes into consideration

- KCSIE 2021
- Working Together (2018)
- School Safeguarding Policy

- Independent Schools Standards & Regulations

3. DISTINCTION BETWEEN AN ALLEGATION AND A LOW-LEVEL CONCERN

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold below

Low level concerns are those that do not reach the harm threshold as laid out in KSCIE (September 2021). Concerns should not be limited to Safeguarding but could relate to behaviour which does not meet the professional standards expected at the school. It is likely that these low-level concerns only require recording, monitoring and internal action/training and would therefore not be escalated to external agencies

A low-level concern is any concern about an adult's behaviour towards a child that does not meet the allegation threshold set out in the whole school safeguarding policy and below, or is not otherwise serious enough to consider a referral to the LADO.
According to KCSIE, the harm threshold is reached when an adult has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There is no minimum threshold for a low-level concern and no concern is insignificant. A low-level concern is any concern – no matter how small (and even if no more than causing a sense of unease or a 'nagging doubt'), that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or;
- using inappropriate sexualised, intimidating or offensive language

An allegation can also relate to an adult's behaviour outside of work, and their relationships with others, if they:

- have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include an arrest for the possession of a weapon;
- have, as a parent or carer, become subject to child protection procedures;
- are closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the adult is responsible in their employment/volunteering. relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO, or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern, that determination should be made by the DSL

It is crucial that any such concerns are shared responsibly with the right person and recorded/dealt with appropriately. Ensuring they are dealt with effectively also protects our staff from potential false allegations or misunderstandings.

4. PROCEDURE FOR REPORTING & RECORDING LOW LEVEL CONCERNS

It is necessary to ensure a culture of openness and trust is fostered within an organisation in which staff can share any concerns about the conduct of colleagues and be assured that these will be received in a sensitive manner. To minimise the risk of situational offending, there needs to be a culture of allowing the confidence to speak out. This requires a robust framework, policy, training, support and leadership to facilitate this and a willingness to accept that abuse could happen in any school and it could happen here.

Staff should report low level concerns about another adult in the same way as they would report a serious concern which meets the harm threshold (see whistleblowing and safeguarding policies).
If a member of staff finds themselves in a situation which could be misinterpreted or deemed inappropriate or if they recognise that their professional standards have fallen below expectations, then they should make a report to the head, in person and in writing, at the earliest possible convenience.

Staff should speak to the appropriate person in private and the concern should be recorded in writing including the details of the concern, the context in which the concern rose and any action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the senior leadership team.
The appropriate person will then decide on the most appropriate action but it may include an interview of any witnesses and the adult accused. The record should include the appropriate persons conclusions on the type of concerning behaviour that is evident and further action that needs to be taken, including and disciplinary procedure or any training that needs to take place. The appropriate person should report back to the whistle-blower with their conclusions and the action that is being taken.

Records will be kept secure and confidential and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

5. IMPLEMENTING A WRITTEN LOW-LEVEL CONCERNS POLICY.

Initial points to consider are firstly that a written policy is a necessary requirement under EFL Standards. It can be incorporated within an existing policy, or be written as a stand-alone, as this is. Implementation is key. To be effective, the policy must have a ‘buy in’ from all staff and Managers across the organisation must be seen to adhere to and model the expected values and behaviour of the organisation as written in the policy.

For staff to understand and engage with the policy, it will be necessary to provide training. This will be incorporated in both the Safeguarding Induction Training for new staff and the Annual Safeguarding Training for all staff.

Any concerns or issues relating to the Low-Level Concern Policy will be include the quarterly reports to The Board.

6. DATA PROTECTION

The Data Protection Act 2018 makes specific provision for the processing of personal data necessary for safeguarding children from harm. The Information Sharing Code of Practice (Information Commissioner’s Office 2019) specifically cites safeguarding of children as a ‘clear example of a compelling reason’ to share personal data. Where a concern is low-level, rather than an allegation, the balance between safeguarding interest and personal data rights will be considered carefully to ensure it is a reasonably necessary measure that the data should be shared.

7. REVIEW OF THE CENTRAL LOW-LEVEL CONCERNS FILE

Records are reviewed termly by insert school procedure here. This ensures that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, an appropriate course of action is taken and recorded. If a pattern of behaviour moves from a concern to meeting the harms threshold, the LADO will be informed.
As part of the review process, consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

8. HOW LONG TO KEEP RECORDS OF A LOW-LEVEL CONCERN

Staff files are retained until the individual leaves their employment with the school. Low level concerns will not be passed on to new employers unless it has led to a formal misconduct or performance review (and details of this are asked for in the reference). If a low-level concern reaches the harm threshold and is therefore reported to the LADO (and is found to be substantiated) it will be referred to in a reference.

9. SHOULD LOW-LEVEL CONCERNS BE REFERRED TO IN A REFERENCE?

With reference to KCSIE guidance, allegations which are proven to be false, unsubstantiated or malicious, should not be included in an employer's references. Likewise, a history of repeated concerns which have all been found to be false, unsubstantiated or malicious should also not be included in any reference. Misconduct or consistent poor performance, where relevant, may be included. This would not normally include Low-Level safeguarding concerns unless the threshold is met for referral and found to be substantiated, where it should then be referred to in a reference. Where KCSIE does not apply, consideration must be given to legal obligations and duty of care in giving accurate references. Further guidance may be sought from EFL.

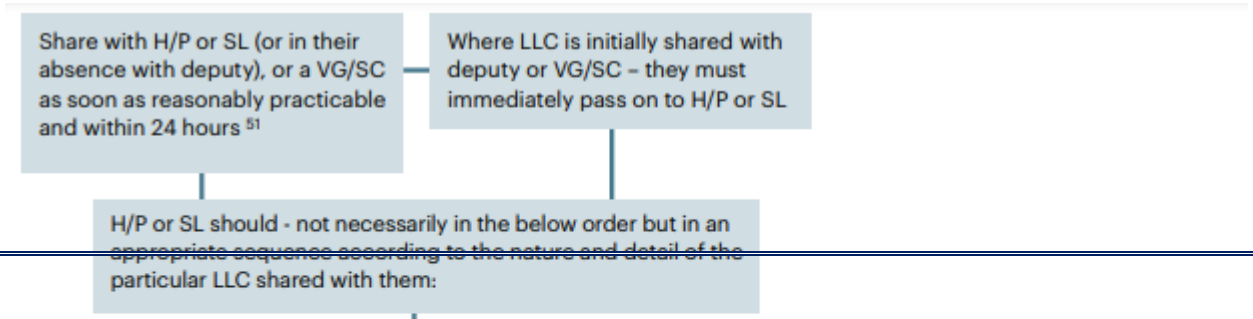
10. ROLE OF GOVERNANCE

The school's DSL will include in their termly reports at meetings with a Wishford presence all the information about the implementation of the Low-Level Concern Policy and any evidence as to its effectiveness, with any relevant data.

Governance will be involved in any review of this policy or changes to the way in which low level concerns are dealt with
The Head teacher in their regular report to Governance will ensure they refer to low level concerns and any reports they have received
All low-level concerns report forms will be available for governance scrutiny during their termly visits.

11. ADVICE FOR ACTION

The diagram below is for sharing low level concerns (LLCs) and shows the actions required by all concerned parties: Headteacher (HT), Safeguarding Lead (SL), values guardians (VGs), safeguarding champion (SCs)

If a member of staff has an allegation that may meet the threshold – they should follow the procedures in the school's safeguarding policy about managing allegations against staff.
If a member of staff has what they believe to be a concern that does not meet the threshold i.e. LLC they should take the action on the next page.

KCSIE 2021 requires LLCs to be shared with the Headteacher, unless they relate to the Headteacher as per paragraph 74 of KCSIE 2021 and set out in our safeguarding (child protection) policy