

# **SAFEGUARDING AND CHILD PROTECTION POLICY for Salmestone Primary School**

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July 2023

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Chair of Governors: Mr Roger Silk, 01.09.22



Headteacher: Mr Thomas Platten  
TPlatten

01.09.22

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### **Key Priorities**

We recognise that the safeguarding priorities for our school may change over time, given the context of our children and the local community.

For the academic year 2022-23, we have identified that the key priorities will include:

- Child on Child Abuse
- Domestic Abuse
- Operation Encompass notifications
- Impact of the cost of living

Priorities were identified in response to the needs of the community the school serves as these are the areas where the school supports most families.

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## SECTION 1: Introduction

The purpose of this policy is to inform everyone including staff, parents, volunteers and governors of the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out. All employees, volunteers and Governors must read, understand and adhere to this policy.

Wherever the word “**staff**” is used, it covers ALL staff on site, including ancillary, agency and supply staff, students on placement, contractors, Governors and volunteers working with children. Wherever “**child/ children**” is used, it includes everyone under the age of 18. When a pupil is aged over 18 but still on roll at the school they are included as part of the policy.

As part of TKAT, this school and its staff, endeavour at all times to provide a caring, positive, safe and stimulating environment that promotes the educational, social, physical and moral development of the individual child. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm, and that the child's welfare is our paramount concern. It is essential that everyone working in our school understands their safeguarding responsibilities. All staff members working with children should maintain an attitude of 'it could happen to a child we know' and are confident to pass on concerns. All adults in our school are expected to read Part One of [Keeping children safe in education 2022 - GOV.UK](#) .

We recognise that everyone, irrespective of age, disability, gender reassignment, marital or civil partnership status, pregnancy and maternity, race, religion or belief, sex or sexual orientation are entitled to equal rights of protection.

The Governing Body takes seriously its responsibility to safeguard and promote the welfare of children in its care; and to work together with other agencies to ensure there are adequate arrangements in our school to identify, assess, and support children who are, or who may be, suffering harm.

Safeguarding and promoting the welfare of children is defined in KCSiE (2022) as

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

A significant part of safeguarding our children is providing them with trusted adults they can talk to, supportive friends and an ethos of protection. The whole school community will therefore:

- establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty and are confident to do so.
- include opportunities across the curriculum to equip children with the skills they need to stay safe from harm and to know how to keep themselves safe.
- support the child's development in ways that will foster security, confidence and independence.
- provide an environment in which children and young people feel safe, secure, valued and respected.
- provide a systematic way of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments and support packages for those children.
- have a structured procedure to be followed by everyone when there are safeguarding concerns, which is reviewed regularly.

- emphasise the need for good levels of communication between all members of staff and develop and promote effective working relationships with other agencies, especially the Police and Children's Services.
- ensure that all adults in our school have been recruited and checked as to their suitability in accordance with Part Three: Safer Recruitment, KCSiE (DfE 2022).

**This Safeguarding and Child Protection policy should be read in conjunction with other policies as listed below:**

- Behaviour
- Online Safety
- Equal Opportunities
- Data Protection and Information Sharing
- Sex & Relationship Education
- Personal and Intimate Care
- Health and Safety
- Lone Working
- SEN
- Attendance
- First Aid
- Unacceptable Behaviour on School Premises
- Gifts and Hospitality
- TKAT Staff Code of Conduct
- Complaints
- Whistleblowing

## SECTION 2: Statutory Framework

The school will act in accordance with the following government legislation and guidance:

- [Keeping children safe in education 2022](#)
- The Equality Act 2010
- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- The Education (Child Information) (England) Regulations 2005
- [Working Together to Safeguard Children 2018](#) (updated 2020)
- General Data Protection Regulations (GDPR) (2018)
- What to do if a child is being abused. [Stat guidance template](#)
- Kent County Council guidelines – <https://www.kscb.org.uk/>

## SECTION 3: Responsibilities

### 3.1 All staff responsibilities

If staff have any concerns about a child's welfare they should act on them immediately. Opportunities to gather the voice of the child are built into school systems, to ensure their views are heard. Where a child is suffering or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the Police) is made immediately. (KCSiE 2022 para 59) All staff must:

- maintain an attitude of "It could happen here" where safeguarding is concerned.
- always act in the best interests of the child.
- build a trusting relationship with children so they feel able to talk to an adult when they have a concern.
- always seek the voice of the child when discussing concerns with them and help them overcome potential barriers to having their voice heard, such as a special educational need, disability, language barrier or sexual orientation.

Staff must be aware of the systems in school which support safeguarding. This will be explained as part of staff induction and at other times during the year. Staff should also be familiar with :

- this Safeguarding and Child Protection Policy
- the policy and procedures for dealing with child on child abuse
- the school Behaviour Policy
- how to respond if children are missing from education
- the role of the Designated Safeguarding Lead (DSL)
- the Staff Code of Conduct

Our School is aware of and follows the Kent and Medway Safeguarding Procedures

<https://www.kscmp.org.uk/procedures/kent-and-medway-safeguarding-procedures>

All staff should:

- wear their staff ID, at all times, where it is clearly visible.
- be aware of the importance of Early Help and the process for referring to Early Help and children's social care. Staff may be asked to contribute to referrals and assessments as appropriate.
- be alert to signs of abuse and know to report any concerns or suspicions to the school's DSL. All staff must maintain an appropriate level of confidentiality and ensure that information is shared appropriately.
- reassure children they are being taken seriously and will be supported and kept safe. They will never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected. They may not recognise their experience as being harmful and/or may feel embarrassed, humiliated or scared.
- be aware that safeguarding incidents can be linked with exploitation or abuse outside of school and in situations outside of the family, including sexual exploitation, criminal exploitation and serious youth violence.
- know the procedures to follow if a child harms another child, or a member of staff is accused of abuse, or suspected of abuse.
- understand that technology features in many safeguarding and welfare issues including the risk of online abuse by both adults and children abusing other children.

Staff should be alert to the potential need for early help for a child who:

- is disabled, has certain health conditions and/or other specific additional needs.
- has Special Educational Needs. has a mental health need or there are adult mental health needs in the family

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- is a victim of Domestic Abuse including within a young person's own intimate relationship
- is a young carer.
- shows signs of being drawn to antisocial or criminal behaviour, gang involvement, association with organised crime groups or county lines.
- is frequently missing from school, including parts of the school day or who goes missing from care or home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in prison or is affected by parental offending.
- misuses drugs or alcohol or is in a family where there is misuse
- has returned home to their family from care.
- is a privately fostered child.
- is at risk of 'honour-based' abuse e.g. Female Genital Mutilation (FGM) or Forced Marriage.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Staff should not worry about sharing information which is necessary to promote the welfare and protect the safety of children.

All staff are expected to inform the Headteacher or DSL immediately if their relationships and associations, both within and outside of school (including online), may have implications for the safeguarding of children. Failure to do so may result in disciplinary action being taken. Similarly, should a member of staff be subject to intervention from children's social care or other similar agency, this must also be discussed with the Headteacher or DSL immediately.

Those authorised by the school to work with children on school premises should formally agree to comply with the school's Safeguarding and Child Protection Policy. Community users organising activities for children will also be made aware of the school's policy and will confirm in writing their commitment to abide by them. This is outlined in the school's lettings policy.

### 3.2 Training for All Staff

The DSL will ensure that all new staff (including temporary / agency staff), volunteers and visitors are aware of the school's safeguarding processes. **At induction** (including mid-year starters) all staff will receive safeguarding and child protection training, including online safety, within 5 working days of their start date. This will include clear guidance on how to record and report any wellbeing or safeguarding concerns and who the DSLs are. The safeguarding policy and other relevant policies should also be provided and staff should sign to say they have read and understood them.

#### All staff:

- will be provided with a copy of Part One of "Keeping Children Safe in Education" (2022) which covers Safeguarding information for all staff and must have signed to confirm that they have read and understood at least Part One.
- will participate in whole staff training every September, delivered by the Headteacher and/or Lead DSL.
- should complete additional annual training on online safety, FGM and Prevent.
- will receive regular training and updates on safeguarding topics through emails, newsletters and staff meetings, throughout the year.
- will be made aware of the school's expectations regarding safe and professional practice via the staff Code of Conduct and Acceptable Use Policy (including temporary staff)

All members of the leadership team and DSLs must read the entire document - '*Keeping Children Safe in Education*' 2022. **The school should have a signed acknowledgement from these senior staff members to show that this has occurred.**

The school must keep a central register of all training undertaken by staff, relating to safeguarding and child protection, including the whole school training in September. The Lead DSL will ensure

that all staff & Governors are sent the TKAT Safeguarding Newsletter, as well as any other relevant information from TKAT and the Local Safeguarding Children Partnership. Safeguarding posters and other information will be placed around the school to support staff knowledge.

### **3.3 Governing Body Responsibilities and Training**

The Governing Body must ensure that they comply with their duties under legislation and ensure that the policies, procedures and training in this school are effective and comply with the law at all times.

The nominated Governor for Safeguarding in this school is: Roger Silk

The Governing Body must ensure that all Governors receive appropriate safeguarding and child protection training at induction and updated on a regular basis. This could include the TKAT safeguarding training, the EVERY module on safeguarding training or school -based training. This should equip them with the knowledge to provide strategic challenge, to test and assure themselves that the safeguarding policies and procedures in our school are effective. The responsibilities of the Governing Body include ensuring:

- updates on safeguarding in the school is included as part of every Governing Body meeting.
- a whole school approach to safeguarding and child protection underpins all relevant aspects of process and policy.
- where there is a concern, that the child's wishes and feelings are taken into account when deciding what action to take and what services to provide.
- an effective safeguarding and child protection policy is in place and reviewed annually, together with a Staff Code of Conduct and that these are provided to all staff, including temporary staff and volunteers on induction and that staff are kept up to date with changes.
- the school contributes to inter-agency working and Early Help when additional needs for children are identified.
- the school appoints a Designated Safeguarding Lead (DSL) who undergoes refresher training every two years.
- the school has a culture of safer recruitment and adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part Three: Safer Recruitment. KCSiE 2022).
- that at least one member of any appointing panel has attended safer recruitment training in the last three years.
- the school keeps an up to date Single Central Record (SCR), in line with the Trust's recommendations, of all staff, volunteers, contractors and Governors including the dates of all appropriate safeguarding checks.
- there are procedures in place to manage allegations against staff (including supply staff, volunteers and contractors), including those that do not meet the Threshold of Harm, as defined by the Local Authority's Designated Officer (LADO).
- that the Safeguarding policy is available to parents and others on request.
- this policy and practice complements other policies e.g. anti-bullying (including cyber bullying) and health and safety.

In addition, the Governing Body will:

- monitor the adequacy of resources committed to safeguarding and child protection, and the staff and governor training profile.
- recognise that neither it, nor individual governors, have a role in individual cases of child protection, nor a right to know details of cases, except when exercising their disciplinary functions in respect of allegations against staff.
- prioritise the welfare of children and young people and ensure the school's culture is one where staff are confident to challenge senior leaders over any safeguarding concerns.
- be aware of the opportunities for children to learn how to keep themselves safe through teaching and learning opportunities, as part of a broad and balanced curriculum.
- ensure that the school has effective online filters and monitoring systems in place and review its effectiveness regularly.

- ensure senior leaders, DSLs and other relevant staff have an awareness and understanding of the filter and monitoring systems, manage them effectively and know how to escalate concerns when identified (KCSiE 2022 para 140).
- be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) and the local multi-agency safeguarding arrangements.

Governing bodies should ensure that relevant staff have due regard to the Data Protection Act 2018 and the GDPR which allow them to share and withhold personal information. This includes:

- the conditions that allow them to store and share information for the purposes of safeguarding including information which is sensitive and personal – ‘special category personal data’.
- understanding that ‘safeguarding of children and individuals at risk’ is a condition that allows professionals to share special category data, including sharing without consent where there is good reason to do so.
- not providing pupil personal data where the serious harm test is met. For example, when a child is in a refuge, and the serious harm test is met, they must withhold the data in compliance with their obligations under the Data Protection Act and GDPR.

If in doubt, the school will seek advice through TKAT.

## SECTION 4: Designated Safeguarding Lead (DSL) role and responsibilities

The Lead DSL has lead responsibility for safeguarding in our school and is supported by Deputy DSLs who also act in the absence or unavailability of the Lead DSL. The role of the DSL is outlined in Annex C of KCSiE (2022) and all DSLs should read this.

The Lead Designated Safeguarding Lead in this school is: Thomas Platten

The Deputy Designated Safeguarding Leads in this school are:

Helen Cooper  
 Emma Bracey  
 Sarah Corcoran  
 Tom Arnold  
 Claudia Anderson  
 Ashleigh Johncock

The broad areas of responsibility for the Designated Safeguarding Lead are:

### 4.1 Availability

- A DSL must always be available during school hours, to discuss safeguarding concerns, offer or seek advice or make referrals for children. In exceptional circumstances this may be by phone. If the Lead DSL is not in school it must be clear to staff, who they should go to.
- For out of school hours e.g. social trips, residential visits, clubs, an assigned DSL will be available to discuss safeguarding concerns. They will be contactable by phone.

### 4.2 Manage Referrals

The DSL must

- refer all cases of suspected abuse to Kent Social Services, via the Front Door portal (<https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx>) which then may also be referred to the Police Referrals should be made the same day the concern is raised.
- refer to the Channel programme where there is a radicalisation concern.
- contact the Police where a crime may have been committed.
- make a written record of any referral to Children’s Social Care or Police by the end of the working day the referral is made.

### 4.3 Working with others

The DSL must:

- act as a source of support, advice and expertise for staff on matters of safeguarding.
- work with relevant agencies to safeguard children including the local Safeguarding Partners, in line with Working Together to Safeguard Children.
- ensure either they or another member of staff attends and contributes at Child Protection Conferences, core groups or other multi-agency meetings, contributes to assessments and provides a report which will have been shared with the parents in advance. (In some circumstances it may not be appropriate to share the report with parents. If the DSL is uncertain on this point, advice can be obtained from the allocated social care team).
- liaise with any 'case manager', or the LADO if concerns relate to a member of staff.
- ensure a social worker is informed immediately when any child, with a Child Protection plan, is absent without explanation as any absence may be a cause for concern.
- liaise with school staff (e.g. teachers, SENDCo, Mental health leads, IT technician) on matters related to safeguarding, child protection and online safety.
- liaise with other staff / agencies when deciding whether to make a referral so that a child's needs are considered holistically.
- ensure the 'voice of the child' is listened to and considered in relation to any concerns raised.
- liaise with the headteacher to inform them of safeguarding issues, especially new issues, incidents involving child-on-child sexual violence or sexual harassment or on-going child protection and Police investigations.

### 4.4 Managing the safeguarding and child protection file (Information sharing)

The DSL is responsible for ensuring that the safeguarding and child protection files are kept up to date. A child's file should include a written record of all concerns, discussions, decisions and the reasons for those decisions. This includes reports and any actions in response to those reports from external agencies including Police Protection Notices and Operation Encompass reports in relation to Domestic Abuse incidents. Each record 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

The DSL must:

- maintain a detailed and accurate chronology about a child, which is updated in a timely manner, even if there is no need to make an immediate referral.
- ensure the records are kept confidentially and securely, with an individual file for each child which are held separately from the child's other records.
- ensure that the existence of safeguarding records is marked on the child's other records.
- ensure the file is only accessed by those who need to see it. If the file or content is shared, it must happen in line with advice about sharing information.

### 4.5 Transferring Records

When children leave the school, the DSL should ensure the safeguarding and/or child protection files are transferred as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. They should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The DSL should consider if it would be appropriate to share any additional information with the new school/college, in advance of the child leaving, to help them put support in place ready for their arrival.

### 4.6 Raising awareness

All DSLs should ensure:

- every member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.

- all school staff (including those inducted mid-year) have received, read and understood Part 1 of Keeping Children Safe in Education 2022.
- the school's safeguarding and child protection policy is reviewed annually (as a minimum), the procedures and implementation are updated and reviewed regularly, and work with the Governors on this.
- the current Safeguarding and Child Protection policy is available publicly through the school website.
- parents are aware referrals may be made about suspected abuse or neglect and the school's part in this.
- staff are aware of training opportunities through the local authority or TKAT and are provided with regular safeguarding training including annual, whole staff training and training on online safety, FGM and Prevent. They should be aware of the latest local safeguarding arrangements and policies.
- they promote educational outcomes by sharing information with teachers about the welfare, safeguarding and child protection issues that children are experiencing as appropriate.
- the senior leadership team is aware of trends that may affect child welfare as well as patterns of concerns. Additional support for pupils and training for staff may be required as a result.

#### **4.7 Training, knowledge and skills**

All DSLs must:

- actively encourage a culture of listening to children and taking account of their wishes and feelings.
- attend initial DSL training when they first take up the role and refresher courses at least every two years.
- ensure their knowledge and skills are kept up to date including attending any events organised by the Local Safeguarding Children Partnership (LSCP), such as network meetings.
- undertake annual training on Online Safety, FGM and PREVENT awareness.
- have a working knowledge of child protection conferences, attend these and contribute effectively when required to do so.
- be alert to the specific needs of children with Special Educational Needs and Disabilities (SEND) , relevant health conditions, young carers and Children in Need.
- understand the assessment process for Early Help and statutory intervention including local criteria and referral arrangements.
- understand their role in providing information and support to children's social care in order to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have on behaviour, mental health and wellbeing and the support that may be required.
- the importance of information sharing with school staff and with other agencies.
- understand the risks associated with online safety, be confident they have the relevant up to date knowledge required to keep children safe online at school and recognise the additional risks that children with SEND face online.

#### **4.8 Providing support to staff**

The DSL should develop expertise to support and advise staff, enabling them to feel confident on welfare, safeguarding and child protection matters. This includes:

- ensuring staff are supported during any referral process.
- supporting staff to understand how safeguarding, welfare and educational outcomes are linked, and use this knowledge to inform the provision of academic and pastoral support.
- support and advise staff on protecting children from radicalisation (Prevent Duty).

#### **4.9 Understanding the views of children**

It is important that all children feel heard and understood. DSLs must encourage a school culture of listening to children and taking account of their wishes and feelings, including when deciding what the school will put in place to support and protect them. All staff should understand the difficulties

that children may have in approaching anyone about their concerns and worries and consider ways to build trusted relationships which facilitate communication.

## SECTION 5: The Designated Teacher for Looked After Children

The Designated Teacher for Looked After Children (Local Authority Virtual Schools) in our school is: Helen Cooper & Sarah Corcoran

They are responsible for promoting the education of children who have been placed into care or who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. Along with the DSL, they will ensure the appropriate staff have the information they need in relation to the child including their legal status and contact arrangements with their birth parents. They will have details of the child's social worker and the name and contact details of the Head of the Virtual School. They are responsible for ensuring that termly Personal Education Plan (PEP) meetings are held and funding is used to meet the needs identified in this plan, through liaison with the Virtual School.

## SECTION 6: Procedures

### 6.1 When staff have a concern

Our school follows the Kent Safeguarding Children procedures for Safeguarding Children. The full procedures and additional guidance relating to specific safeguarding issues can be found on the Kent website <https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door>

If staff have any concerns or worries about a child they must inform the DSL, or Deputy DSL IMMEDIATELY, completing a CPOM log and handing a DSL a 'green form'. This applies to all safeguarding concerns. In the rare event that none of the school's safeguarding team or SLT are available, staff should contact the TKAT Senior Safeguarding Leads (email addresses at the front of this Policy).

If a child shares a concern with you or indicates that they may have been abused in some way, you should:

- listen to what the child is saying.
- use open questions e.g. "Is there anything else you want to tell me?" or TED (Tell, Explain, Describe).
- avoid asking questions like "Why didn't you tell me before?". Instead you could ask 'Have you spoken to anyone else about this?'
- tell them you understand how hard it was for them to tell you.
- explain who you will have to tell (the DSL) and why; and, depending on the child's age, what will happen next.

You should not ask the child for a written statement. The DSL will arrange this if appropriate.

Immediately after speaking with the child, inform the DSL. Do not assume that someone else has taken action. Passing on concerns at the earliest opportunity ensures early help and support can be provided. This is especially important with Child on Child Abuse involving sexual violence or sexual harassment.

- Staff must record information related to the concern as soon as possible on CPOMs as a 'green form' log and verbally alert a DSL that a 'green form' has been completed.

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- Record the facts in a clear and precise way, including what was said by whom, using the language used by the child.
- Do not add comments or opinions, although observations about a child's non-verbal behaviour, presentation or emotional state may be recorded.
- If there is bruising or an injury record the detail, including size and colour and complete a body map, e.g. "right arm above elbow"
- Give any original notes to the DSL as they form part of the evidence and could become part of any investigation. These and any records may be used as evidence in court.
- If the electronic system CPOM is not available staff should complete a paper green form and hand it to a DSL.

Do not:

- criticise anyone involved or place blame.
- promise confidentiality, but reassure the child that they have done the right thing.
- make promises that you cannot keep such as "I'll stay with you" or "It will be all right now".
- ask to see bruising or other marks unless they are easily visible such as on the face or other exposed parts of the body. Do not take photographs.

We recognise that these situations may be stressful and upsetting. We will support staff by providing an opportunity to talk the situation through with the DSL and to seek further support as appropriate.

If in any doubt, speak to a DSL for advice. The DSL will decide how best to manage the concern once they receive it. Options include:

- managing any support for the child internally using the school's own resources
- contacting the local Multi-Agency Safeguarding Hub known as Area Education Officers or Integrated Front Door
- undertaking an early help assessment
- referring to another agency
- referring to statutory services if it is felt that the child might be in need, is in need or suffering or likely to suffer harm

If a referral is going to be made, the DSL will discuss this with the parents, unless to do so would place the child at further risk of harm. In this case advice will be sought from other safeguarding professionals and parents /carers will be made aware of the concerns at the earliest possible stage, usually by the DSL.

If a child changes school, who is/or was the subject of a Child Protection Plan, the DSL will inform the allocated social worker and transfer the appropriate records to the DSL at the receiving school, securely, and separate from the child's academic file. A receipt of this transfer should be completed by the receiving school and returned to our school to be filed. The DSL should contact the DSL at the receiving school to discuss concerns and the support that has been in place.

## 6.2 Whistle blowing

If anyone reports a concern and then feels it has not been taken seriously they should speak to the headteacher. If you are concerned that the child's situation does not seem to be improving, you should discuss this with your line manager, DSL or the headteacher.

TKAT has a Whistleblowing Policy which enables any member of staff to make a complaint about conduct within the school, to a person outside the school, on a confidential basis and without fear that their confidentiality will be breached. If a staff member feels unable to raise an issue with their employer or feels their genuine concerns are not being addressed, other whistleblowing channels are open to them. The NSPCC has whistleblowing advice [What You Can Do To Report Abuse](#) for staff who do not feel able to raise safeguarding or child protection concerns internally or who have concerns about the way a report is being handled. Staff can also call 0800 028 0285, email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

General guidance on whistleblowing can be found at [GOV.UK Whistleblowing for employees](https://www.gov.uk/whistleblowing-for-employees) and the TKAT Whistleblowing Policy can be found at <https://www.salmestone-tkat.org/policies/> . If at any point there is an immediate risk of serious harm to a child, a referral must be made to Social Care immediately. Anybody can make a referral. The relevant contact details are: Integrated Front Door: 03000 411111 or Out of hours: 03000 419191

### 6.3 Professional Escalation

If the DSL feels that professionals have not taken the appropriate actions to safeguard a child and they consider the child to be at continuing risk of harm, including if the child's situation does not appear to be improving or they are concerned about the actions of another professional, they should discuss this with the Headteacher. The decision may then be made to refer to the Professional Escalation Policy for the Local Safeguarding Children Partnership. If Professional Escalation is used the details should be recorded on the child's safeguarding file. The record should include details of the concern that has been escalated and the outcome.

### 6.4 Multi-agency working

The school has a key role in multi-agency safeguarding arrangements and the School Leadership Team and DSLs should make themselves aware of these.

### 6.5 Early Help

The DSLs for the school will liaise with other agencies and complete referrals and reports to support this. Other staff may be asked to be involved, particularly at the Early Help stage. Any cases open to Early Help should be kept under constant review and consideration given to a referral to children's social care for assessment, if the child's situation does not appear to be improving, or is getting worse.

### 6.6 Childrens' Social Care

Where a child is suffering, or is likely to suffer from harm, the DSL will make a referral to children's social care immediately (KCSiE 2022, para 59). Where appropriate a referral may also be made to the Police. Referrals must contain as much information as possible, including all contextual information and the Local Safeguarding Children Partnership (LSCP) Thresholds will support the completion of this.

KCSiE (2022, para 64) states that within one working day of a referral being made, a social worker should acknowledge receipt of the referral and make a decision about the next steps and type of response. The referrer from school should follow this up if they do not receive this. If an assessment is undertaken, school staff should do everything they can to support that assessment.

### 6.7 Contact with the Police

#### **Police and Criminal Evidence Act (PACE) (1984)**

If the Police arrive unannounced at our school they should always be directed to the Headteacher. If they are unavailable they should be directed to the Deputy Head or Lead DSL. Police officers, of any rank, should not be allowed into the school without the Headteacher/Deputy Headteacher or Lead DSL being aware.

If Police are attending school to visit a pupil or group of pupils this is normally pre-arranged and they will be met by the appropriate staff. **Under no circumstances** should a pupil be collected to speak with the Police without the Headteacher/Deputy Heateacher or Lead DSL being aware. One of these people will organise the next steps. There is a requirement for a child to have an Appropriate Adult present when they are in contact with the Police. An Appropriate Adult is

1. the parent or guardian.
2. a social worker.
3. another responsible adult such as the DSL or Headteacher.

PACE states:

[Safeguarding and Child Protection Policy 2022-2023](#)

- that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child.
- that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

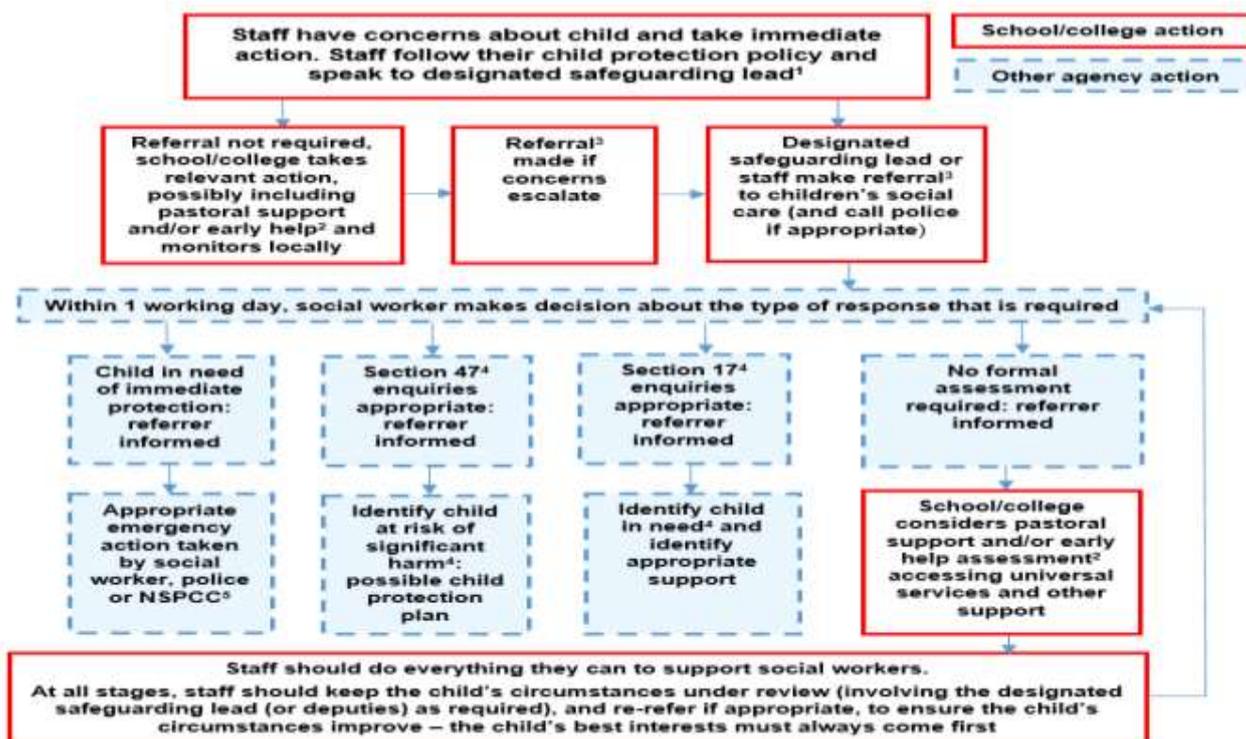
The member of staff present will inform the Police Officer of any vulnerabilities known by the school, before they speak to a pupil. A record should be made on CPOMS of who spoke to the pupil (Name and badge number), who else was present, date and time. If, having been informed of the vulnerabilities, the member of staff present does not feel that the Police Officer is acting in accordance with PACE, they should ask to speak with their supervisor or contact 101 to escalate their concerns.

Where there are grounds to suspect someone of an offence, they must be cautioned before being questioned, or asked further questions. If their answers or silence (i.e. failure or refusal to answer or answer satisfactorily) provide grounds for suspicion, this may be given as evidence to a court in a prosecution. A Police Officer must not caution a child or a vulnerable person unless the Appropriate Adult is present. If they are cautioned in the absence of the Appropriate Adult, the caution must be repeated in the Appropriate Adult's presence.

If the Police arrive at school with the intention to arrest a pupil, the Headteacher/Deputy Head or Lead DSL must ask for the rationale behind the arrest being made at school. School must always be seen as a safe place for children to attend but there may be reasons why the arrest is required to be made at school. The member of staff should feel confident to discuss this further with a senior police officer before agreeing to this taking place on the school site. If they are unhappy with the rationale, they can object and ask for further consideration to be given to the appropriateness of this. They can also contact the TKAT Safeguarding team for support and advice. Further information can be found in the Statutory guidance [PACE Code C 2019 \(accessible\) - GOV.UK](#)

[When to Call the Police - Guidance for Schools and Colleges](#) will help staff understand when they should consider calling the police and what to expect, when they do

Flowchart - Actions where there are concerns about a child from KCSiE 2022.



## SECTION 7: When to be concerned

### 7.1 The Main Categories of Risk

All staff and volunteers should be aware of the main categories of abuse.

**Abuse:** The abuse or neglect of a child by inflicting harm, or failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others e.g. children witnessing all forms of domestic abuse. Children may be abused in a family, in an institution or community setting, by an adult / adults or another child or children. The abuse can be in person, online or through the use of technology.

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

**Emotional abuse:** Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Persistent emotional abuse causes severe and adverse effects on a child's emotional development. There may be age or developmentally inappropriate expectations imposed on them, including interactions that are beyond a child's developmental capability, overprotection and limitation of exploration and learning, or preventing participation in normal social interaction. It may involve:

- making a child feel that they are worthless, unloved, inadequate, or valued only to meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- seeing or hearing the ill treatment of someone else.
- serious bullying (including cyberbullying),
- causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities. The child may not be aware of what is happening. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males and females can be perpetrators, as well as other children. The abuse may involve:

- physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- non-contact activities, such as making children look at, or be involved in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse of children by children is a specific safeguarding issue, known as Child on Child Abuse and all staff should be aware of the school's procedures for dealing with this.

**Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. A parent or carer may fail to:

- provide adequate food, clothing and shelter (including excluding them from home),
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 7.2 Other risks requiring special attention

All staff should be aware of safeguarding issues that can place children at risk of harm. Staff should ensure they understand the range of risks and issues and act accordingly where there is concern. Safeguarding issues staff should be aware of include:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Child on Child abuse (previously known as peer on peer abuse)
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos,
- Bullying including cyberbullying
- Deliberately missing education,
- Domestic Abuse and Teenage relationship abuse
- Drugs and alcohol misuse
- Fabricated or Induced Illness
- Faith Abuse
- Honour based abuse including Female Genital Mutilation (FGM) and Forced Marriage
- Serious Violence, gangs and youth violence, County Lines
- Gender-based violence / violence against women and girls (VAWG)
- Mental Health
- Private Fostering
- Radicalisation
- Trafficking
- Self-harm

See Annex B [Keeping children safe in education 2022](#) for further information on these risks.

## 7.3 Mental Health

Staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are well placed to observe and identify children whose behaviour suggests they may be experiencing a mental health problem, or are at risk of developing one. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. If staff are concerned about the mental health of a child they must speak to a DSL. There are situations where this information may need to be shared with MASH as it presents a safeguarding risk. Parents will be informed of these concerns, unless doing so places the child at further risk. It may also be discussed with Helen Cooper or Emma Bracey (MHFA & DSLs).

Where children have experienced trauma, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff should be aware of how these experiences can affect mental health, behaviour and education. The school has clear systems and processes in place for identifying possible mental health problems, including the route to escalate and refer. Further advice and support is available here [GOV UK- Mental health and behaviour in schools](#)

## SECTION 8: Other circumstances to be aware of

### 8.1 Children who have a Social Worker

Staff should be aware of pupils they work with who have a social worker due to safeguarding or welfare needs, including those with Child in Need or Child Protection Plans. Going missing from home or school requires a response which may include academic or pastoral support, alongside action by other services. Concerns which should be shared with the social worker, include attendance and punctuality, parenting and any knowledge of the family and home conditions.

### 8.2 Children Missing from Education (CME)

Staff must alert the DSL to the absence of any child which causes concern, especially those on a Child Protection Plan or a Child in Need, so checks can be made and the information shared with

their social worker or other key worker. The school will follow the local authority's procedures for reporting Children Missing from Education.

### **8.3 Elective Home Education (EHE)**

The school has a procedure to follow once a parent expresses their intention to remove a child from school with a view to educating them at home. Staff must make the headteacher aware of this information as soon as they are aware, so the procedures for reporting to the Local Authority and TKAT can take place.

### **8.4 Looked After Children and previously Looked After**

Staff should be aware of pupils they work with who are Looked After or have been previously Looked After and support their education. They should liaise with the Designated Teacher for Looked After Children and DSL to ensure pupils are safeguarded and supported.

### **8.5 Female Genital Mutilation (FGM)**

If any member of staff is concerned that a girl is at risk of FGM being carried out or suspects FGM, this must be discussed with the DSL and normal safeguarding procedures followed, including contacting MASH. There is a statutory duty on teachers to report to the Police where they discover that FGM appears to have been carried out on a girl. This should be done using the Police 101 phone number. (KCSiE 2022 p. 152)

### **8.6 Domestic Abuse**

Staff must be aware that children can be victims of domestic abuse. They may see, hear or experience the effects of abuse between adults at home. They may experience it in their own intimate relationships (teenage relationship abuse). If staff have concerns that children may be victims of any form of domestic abuse, they must discuss this with a DSL and report it using the usual school process.

### **8.7 Children with Special Educational Needs and Disabilities (SEND)**

Children and young people with SEND can face additional safeguarding challenges. Staff must not assume that signs of possible abuse such as behaviour, mood and injury relate to the child's disability but must be considered more widely. Those pupils with SEND are more likely to experience isolation from their peer group or be subjected to bullying (including prejudice-based bullying) than other children and may not show any outward signs. Communication difficulties can make it harder for children with SEND to report their concerns, so we will support them to have their voice heard. We will ensure that a pupil's additional needs are taken into account when delivering safeguarding in the curriculum.

In our school we identify pupils who might need more support to stay safe by explaining messages via social stories, in small groups and more frequent discussion - where relevant this is included in children's personalised plans and provision maps. Further details are included in the SEN policy which is on the school website.

### **8.8 Children who are lesbian, gay, bi or trans (LGBT)**

Staff must endeavour to ensure that children who identify as LGBT or who are exploring their sexuality, have a trusted adult whom they can speak to or share any concerns with.

### **8.9 Children with health needs who cannot attend school**

Where a child is unable to attend school due to medical needs, the school will follow the relevant policy which can be found on the school website. If a member of staff has any safeguarding concerns for a pupil in this situation they should follow the procedures set out in this safeguarding policy.

## 9.1 Introduction

We believe that all children have a right to learn in a safe environment. We recognise that sometimes, some pupils will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Through a preventative approach we hope we are able to minimise the risk of Child on Child Abuse by having a robust, whole school ethos and approach to safeguarding and child protection. This will be supported by ongoing CPD for staff and having safeguarding content delivered through the curriculum. We will also engage with specialist support and outside agencies. We should maintain an attitude of 'it could happen here'. All staff must:

- be aware that children of all ages can abuse other children (Child on Child Abuse) in school, outside of school and online.
- know the signs and how to recognise Child on Child Abuse.
- be clear about the school's policy and procedures for Child on Child Abuse and follow them.
- understand the important role they have in prevention.
- understand that even if there are no reports in school, it doesn't mean it's not happening.
- report any concerns that Child on Child Abuse may be taking place, to the DSL.
- take all reports seriously.

This school has a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. Behaviour must not be ignored or downplayed, e.g. dismissing sexual harassment as 'just banter', 'part of growing up' or 'boys being boys'. We will challenge all behaviour that involves contact of a sexual nature, such as pushing or rubbing up against someone, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers. Not challenging this can create a culture and environment that normalises abuse, so children accept it as normal and do not report it. Addressing inappropriate behaviour can help prevent it becoming problematic, abusive and/or violent in the future. When concerns or allegations are raised it is possible the allegation:

- is made against an older pupil about their behaviour towards a younger pupil, or a more vulnerable pupil.
- is of a serious nature, possibly including a criminal offence.
- raises risk factors for other pupils in school and young people outside the school.
- indicates that other pupils may have been affected by this behaviour.

Child on Child Abuse is most likely to include, but not limited to:

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying)
- **abuse in intimate personal relationships between pupils**
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include online activity which facilitates, threatens and/or encourages physical abuse)
- **sexual violence** such as rape, assault by penetration and sexual assault (this may include online activity which facilitates, threatens and/or encourages sexual violence)
- **sexual harassment** such as sexual comments, remarks, jokes and online harassment (one-off or part of a pattern)
- **causing someone to engage in sexual activity without consent** ( e.g. forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party)
- **consensual and non-consensual sharing of nudes and semi nude images and or videos** ( also known as sexting or youth produced sexual imagery)
- **initiation or hazing type violence and rituals** (including harassment, abuse or humiliation as a way of initiating a person into a group which may have an online element)
- **Upskirting**

Children who are victims will likely find the experience stressful and distressing which can adversely affect their educational attainment and emotional well-being. It is also important to recognise that some perpetrators may themselves be victims. It is essential that all victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and staff are supported and protected as appropriate.

## 9.2 Sexual Violence

Staff must be aware of the types of behaviour that form sexual violence.

Sexual Assault	A wide range of behaviour including kissing, touching bottom / breasts or genitals without consent.
Causing someone to engage in sexual activity without consent	This could include forcing someone to take their clothes off, touch themselves sexually or engage in a sexual activity with a 3rd party, without consent.
Assault by penetration	Penetration of the vagina or anus, with a part of the body or anything else, without consent.
Rape	Penetration of the vagina, anus or mouth with a penis and consent is not given.

## 9.3 Sexual Harassment

This is unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school.

Sexual comments	e.g. telling sexual stories, making lewd comments, making sexualised remarks about appearance or clothing, calling someone a sexualised name.
Sexual jokes or taunting	
Physical behaviour - consider whether this crosses into sexual violence	Deliberately brushing or rubbing up against someone, grabbing bottoms, breasts or genitals, interfering with someone's clothing such as ping-pong or flicking bra straps, lifting skirts or pulling down trousers. It is important to talk with the victim and consider the experience from their viewpoint.
Displaying pictures, photos or drawings of a sexual nature	
Online Sexual Harassment	Sharing of nude and semi-nude images and/or videos Sharing of unwanted explicit content Sexualised online bullying Unwanted sexual comments and messages, including on social media Sexual exploitation, coercion and threats coercing others into sharing images of themselves or performing acts they're not comfortable with online

## 9.4 Harmful Sexual Behaviour (HSB)

Staff must be aware that children's sexual behaviour exists on a continuum ranging from normal (developmentally expected) to inappropriate, problematic, abusive and violent. Harmful sexual behaviour can occur online and face-to-face. The ages and stages of development of those involved are important factors e.g. one of the children being much older (an age gap of more than two years)

[Safeguarding and Child Protection Policy 2022-2023](#)

than the other. A younger child can abuse an older child, if they are perceived to have power over them such as the older child having special educational needs. Staff should remember that children who display HSB have often experienced their own abuse and/or trauma and should also be supported appropriately.

Staff must look for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, consideration will be given to whether there are wider cultural issues within school that enable this to occur and where appropriate, extra teaching time and/or staff training may be delivered to minimise the risk of it happening again. Decisions and actions are regularly reviewed and recorded and relevant policies are updated to reflect any lessons learnt.

### **9.5 Receiving an initial report of Child on Child Abuse (KCSiE 2022, para 469)**

Any report of Child on Child Abuse must be taken seriously by all staff. Initially a child may not talk about an incident but may show it through their behaviour or a friend may report it. A child is likely to disclose to someone they trust and this should be acknowledged. A disclosure may be the first incident the child has reported, rather than the only incident. They may find it difficult to recall all the details as trauma can impact memory. Keep in mind that some children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation. Follow the guidance in SECTION 6.1.

- Reassure children that they will be taken seriously, supported and kept safe. They should never feel they are creating a problem, made to feel ashamed or have their experience minimised.
- It may be appropriate to have two members of staff present, preferably one being a DSL and one being female.
- Only share the report with those who are necessary, such as the DSL and/or headteacher. It is important that the victim understands the next steps and who the report will be passed to.
- If the concern relates to images of a child, staff should not view or share these. Refer to [Searching, screening and confiscation - GOV.UK](#) advice. It may be appropriate to confiscate any devices to preserve any evidence and hand them to police for inspection. Seek advice from the DSL if you are unsure.

### **9.6 Confidentiality and who to inform.**

The victim may ask that no-one is told about the report but confidentiality should not be promised. Seek advice from the DSL who will consider the next steps. Parents or carers should normally be informed, unless this would put the child at greater risk of harm.

- If a child is at risk of harm, has been harmed or is in immediate danger, a referral should be made to children's social care.
- If the report is of rape, assault by penetration or sexual assault, this should be referred to the Police as soon as possible, even when the alleged perpetrator is under the age of ten.
- Staff should do all they can to protect the anonymity in school of any children involved. This includes consideration of which staff should be made aware of the report and who provides support for those involved.
- Consider the impact of social media in spreading rumours and exposing identities.

### **9.7 Initial action following a report of sexual violence and/or sexual harassment**

Every report will need to be considered on a case-by-case basis. The DSL is likely to have a complete safeguarding picture of the pupils involved and be the most appropriate person to advise on the initial response. A Risk and Needs assessment should be completed which will help inform decision making. Immediate consideration should be given to how to support and protect the victim and the alleged perpetrator(s) as well as any other children involved/impacted.

- The initial report, concerns, discussions, decisions and reasons for the decisions should be recorded.
- If the report is going to be passed on to children's social care and/or the police, the DSL will discuss next steps with them, including how the alleged perpetrator(s) will be informed of the allegations.

In all cases, the following should be considered:

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexualised Behaviour has been displayed;
- the ages and developmental stages of the children involved;
- any power imbalance between the children e.g. is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- is the alleged incident a one-off or a sustained pattern of abuse;
- any ongoing risks to the victim, other children, students or school staff;
- the wider context, including any links to child criminal or sexual exploitation;
- that sexual violence and sexual harassment can take place within intimate personal relationships between children;
- intra-familial harms and any necessary support for siblings following incidents (KCSiE 2022 para 482)

The wishes of the victim should be taken into account, particularly when sexual violence and sexual harassment are involved, however this will need to be balanced with the school's duty and responsibilities to protect children.

### **9.8 Next steps in response to a report of sexual violence and/or sexual harassment**

The DSL should decide the next steps, in conjunction with the Headteacher where appropriate. All decisions and their reasons should be recorded for both the victim and the alleged perpetrator.

#### **The four scenarios are:**

##### **1. Manage internally**

In some cases of sexual harassment, e.g. one-off incidents, it may be decided that it would be appropriate to manage the incident internally, perhaps through the behaviour policy and / or providing pastoral support. Those involved would not be considered to be in need of Early Help or a referral to statutory services.

##### **2. Early Help**

In line with No.1 above, those involved do not require referral to statutory services but may benefit from Early Help. Early Help can be particularly useful to address non-violent Harmful Sexualised Behaviour and may prevent an escalation of behaviour. The DSL should make a referral for Early Help when this is felt to be appropriate. The school may decide to manage internally as well as seeking Early Help.

##### **3. Referrals to children's social care**

Where a child has been harmed, is at risk of harm, or is in immediate danger, school should make a referral to children's social care. At the point of referral, the school will inform parents or carers, unless doing so will put the child at additional risk. Any such decision should be made with the support of children's social care. Children's social care will determine whether any of the children involved are in need of protection or other services. Where assessments are appropriate, the DSL should liaise and cooperate with the lead social worker. Alongside any assessment, the school will provide support to those involved. The DSL will work closely with children's social care and other agencies to ensure any actions taken by the school do not affect a statutory investigation. Children's social care will review the evidence and may decide a statutory intervention is not appropriate. The DSL should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a social care assessment is not appropriate, the DSL should consider other support such as Early Help, specialist support or pastoral support.

##### **4. Reporting to the Police**

Any report to the police will generally be in parallel with a referral to children's social care (as above) and the DSL should follow the local process for referrals. Where a report of rape, assault by penetration or sexual assault is made, this should be passed on to the police, even when the alleged perpetrator(s) is under ten. The police will take a welfare, rather than a criminal justice, approach. Where a report has been made to the police, the school should consult and agree with them what information can be disclosed to staff and others, in particular the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

The school will generally inform parents or carers unless doing so is likely to put a child at additional risk. In circumstances where parents have not been informed, it is especially important that the school supports the child alongside children's social care and any appropriate specialist agencies.

If the police do not take further action, the school will continue to engage with specialist support for the victim and alleged perpetrator(s) as required. The DSL should work closely with the police (and other agencies), to ensure any actions the school takes does not jeopardise any police investigation. If the school has any questions about the investigation, they should ask the police who will help and support the school as much as they can (within the constraints of any legal restrictions).

#### **Where an offence is believed to have taken place**

The police will consider what action to take which could include police bail with conditions, prior to a court appearance, or court bail with or without conditions after the first appearance. Those suspected of an offence could be 'released under investigation' (RUI) and can mean they have no conditions attached to their release from custody. Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise. Thought should be given to the stress and trauma that might be caused to a victim and the potential for the suspect to intimidate the victim or a witness. Any risk management should be balanced with the rights of an unconvicted person (e.g. rights to privacy, family life, etc) and liaison with the police should help with this. It may take some time for the case to progress through the criminal justice system but the school will continue to provide support for the victim, alleged perpetrator(s) and other pupils affected.

#### **9.9 Risk Assessments**

When there has been a report of sexual violence the DSL should make an immediate Risk and Needs Assessment. In the case of sexual harassment, an assessment should be made on a case by case basis. It should consider the risks posed and the measures needed to provide protection, support and safety to:

- the victim
- other possible victims,
- the alleged perpetrator(s); and
- other children, (and, if appropriate, staff) at the school, where action may be needed to protect them from the alleged perpetrator(s), or from future harm.

Any risk assessment should be recorded (written or electronic) and should be kept under regular review. The DSL should engage with children's services and specialist services as required. Where there has been a report of sexual violence, it is possible that professional risk assessments by social workers and or sexual violence specialists will be required. These should inform the school's risk assessment and the approach to supporting and protecting pupils.

#### **9.10 Children sharing a classroom**

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. We will also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities), in shared classes and the journey to and from the school. These actions should be in the best interests of all those involved and should not be seen as a judgement on the guilt of the alleged perpetrator(s).

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should continue to have no contact with the victim. Where the criminal investigation leads to a conviction or caution, a rape or assault is likely to constitute a serious breach of discipline. A decision would be made about allowing the perpetrator(s) to remain in school when it would seriously harm the education or welfare of the victim (and potentially other pupils). The school will, if it has not already, consider any sanctions in light of the behaviour policy, including [Safeguarding and Child Protection Policy 2022-2023](#)

consideration of permanent exclusion. Where the perpetrator(s) is going to remain at school, we will continue to keep the victim and perpetrator(s) in separate classes and consider the most appropriate way to manage potential contact on school premises and the journey to school. The nature of the conviction or caution and wishes of the victim will be considered when deciding the next steps. In all cases, the decision will be recorded and justified through the risk assessment.

### **The end of the criminal process**

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment and review the actions to keep those involved safe and supported, as well as protecting all pupils at the school. We will consider whether any action is needed in line with the behaviour policy. If the perpetrator(s) remains in school, we will be very clear as to the expectations regarding behaviour and any actions that are reasonable and proportionate with regard to their timetable. The school must ensure that both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

If there is “no further action” (NFA’d) by the police or Crown Prosecution Service, or a not guilty verdict, the school will continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. If an allegation cannot be substantiated or is withdrawn it does not necessarily mean that it was unfounded. The school will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children’s social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it, as per the behaviour policy.

### **9.11 Safeguarding and supporting the victim**

The needs and wishes of the victim should be paramount and it is important they feel in control of the process as far as is reasonably possible. Wherever possible, the victim should be able to continue in their normal routine so school is a safe space for them.

The age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse will be taken into consideration, in all decision making. The response and support will be tailored on a case-by-case basis. When ongoing support is required, we will ask the victim if they would find it helpful to have a designated trusted adult to talk to about their needs. The school will respect and support this choice as far as possible. Where an adjustment to the victim’s timetable is needed, a safe space will be available for them to go to.

We will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made. If the trauma means the victim is unable to remain in school, alternative provision or a move to another school will be considered, at the request of the victim and in discussion with their parents or carers. If this happens it is important that the new school is made aware of any ongoing support needs. The DSL should ensure this happens following discussion with the victim and their parents/carers as to the most suitable way of doing this as well as transferring the child protection file.

### **9.12 Safeguarding and supporting the alleged perpetrator**

The need to safeguard the victim (and other pupils) should be balanced with providing the alleged perpetrator(s) with education and support. Taking any disciplinary action and providing appropriate support are not mutually exclusive actions and may occur at the same time if necessary. The age and the developmental stage of the alleged perpetrator(s) will be taken into account alongside the nature and frequency of allegations. They will likely experience stress as a result of allegations and/or

[Safeguarding and Child Protection Policy 2022-2023](#)

negative reactions by their peers and will be supported to manage this. Support and sanctions will be considered on a case-by-case basis as the alleged perpetrator(s) may have their own unmet needs as well as potentially posing a risk of harm to others. This support will aim to stop the behaviour and to address any underlying trauma that may be causing this. If an alleged perpetrator moves to another school (for any reason), the new school should be made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The school DSL should take responsibility to ensure this happens as well as transferring the child protection file.

### **9.13 Consensual and non-consensual sharing of nudes and semi nude images and or videos** (also known as sexting or youth produced sexual imagery)

If staff are made aware that nude or semi-nude images have been shared or posted online they should report this immediately to the DSL and follow the guidance set out in [Sharing nudes and semi-nudes: how to respond to an incident \(overview\)](#). Consensual image sharing, especially between older children of the same age might not be abusive, but children still need to know it is illegal. Non-consensual sharing is illegal and abusive.

Staff should never view, copy, share, print, store or save the image, or ask a child to share or download it as this is illegal. If a member of staff views it by accident (eg. a child shows it to you before you can say not to), report this to the DSL and seek support

- Do not delete the image or ask the young person to do so
- Do not ask those involved to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not say or do anything that implies blame or shame on those involved
- Explain that you need to report it and reassure them they will receive help and support from the DSL.

The DSL is responsible for deciding who needs to be informed and the next steps to take, following this guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

### **9.14 Upskirting**

Upskirting is where someone takes a picture under a person's clothing without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone, of any gender, can be a victim. The Voyeurism (Offences) Act came into force on 12 April 2019. If staff are aware an incident has or may have taken place, they should report it to the DSL.

### **9.15 Racist Incidents**

Our policy on racist incidents is set out in a separate document, the school Behaviour Policy which is on the school website.

## **SECTION 10: Confidentiality**

Confidentiality must be maintained in all matters relating to safeguarding and child protection. The Headteacher or DSL will only share information with school staff on a need to know basis. All staff have a professional responsibility to share information with other agencies in order to safeguard children. We will always inform parents/carers when we intend to refer a child to Children's Services unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager in the Assessment Team at Children's Services.

## **SECTION 11: Safeguarding concerns and allegations made about staff (including supply teachers, volunteers and contractors) including Low Level Concerns**

This school promotes an open culture where all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. If any adult in our school has any concerns regarding the conduct or behaviour of another adult, including volunteers or supply staff, they should discuss it with either the headteacher or the DSL. If the concern or allegation is safeguarding related about the Headteacher, then the person with the concern should contact either a TKAT Senior Safeguarding Lead, the Deputy CEO or TKAT HR Lead ([simon.rose@tkat.org](mailto:simon.rose@tkat.org)) who will advise on the next steps. Failure to report concerns or follow procedures is a potential disciplinary matter.

KCSiE (2022) refers to two levels of allegations / concerns:

1. Allegations that may meet the harms threshold and should be referred to the LADO
2. Allegations / concerns that do not meet the harm threshold - referred to as 'low level' concern.

### **11.1 Allegations that may meet the harm threshold**

This is any information which indicates that a member of staff / volunteer / supply staff may have:

- Behaved in a way that has, 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 which indicates they would pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that happens outside of school that might make a person unsuitable to work with children. This is known as transferable risk.

Any allegation raised should be taken seriously and should not be investigated or leading questions asked. Confidentiality should not be promised but the person reporting the allegation should be advised that the information will only be shared on a 'need to know' basis.

### **11.2 Initial response to an allegation**

The Headteacher will establish the basic facts in line with the local procedures, before contacting the Local Authority Designated Officer (LADO). They will have available details of the allegation using the informant's words ( eg. time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present). They will also establish basic facts such as whether the individual was in school at the time of the alleged incident, could they have had contact with the child and any CCTV footage or potential witnesses. The Headteacher should then contact the LADO as soon as possible on the same day, to pass on the information and take advice about the next steps.

The LADOs details are: Kent LADO, Telephone No: 03000 410888, Email Address: [KentChildrensLADO@kent.gov.uk](mailto:KentChildrensLADO@kent.gov.uk)

If the initial discussion leads to no further action from the LADO, the headteacher should record the decision and the justification for it. It is likely they will then have a discussion with the member of staff concerned. If the allegation does not meet the LADO threshold, or once the school has been advised that all Social Services and/or Police investigations have been concluded, the LADO will confirm whether the case will be handed back to the school for consideration via internal procedures.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and Headteacher should decide whether the child or person who made the allegation requires help and support, which should be provided as appropriate.

If the LADO decides the allegation may meet the harm threshold and needs further investigation, the school should take direction from them and consult with TKAT HR, who will support and advise on the next steps required. Reference should also be made to the TKAT Disciplinary Policy.

Where the information indicates that a child has been harmed or is at risk of harm, children's social care (and the police) will need to be informed. The school has a responsibility to consider the welfare of the child involved and support should be arranged for them as appropriate.

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions. This makes it an offence (except in limited circumstances), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

If, at the completion of the allegations management process, a school dismisses an individual (or would have, had the person not left first) because they pose a risk of harm to children, a referral must be made to the Disclosure and Barring Service (DBS) and Teachers Regulation Agency (TRA). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

A referral to the DBS will be made if a member of staff has been removed from regulated activity (or would have been had they not left) and it is believed the individual has:

- engaged in relevant conduct in relation to adult or children
- satisfied the harm tests in relation to children and/ or vulnerable adults
- be cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

### **11.3 Supply Teachers and contractors**

The school is responsible for the supervision, direction and control of any supply teacher when they are here. Any allegations against supply teachers and other contractors will be dealt with in line with the school's procedures. If there is a safeguarding concern relating to a supply teacher, the facts will be obtained and liaison with the LADO will take place. It will also be discussed with the supply agency whether it is appropriate for the supply agency to suspend or redeploy them, whilst the school carries out their investigation. Whilst agencies will be fully involved, the school will take the lead.

### **11.4 Low Level Concerns**

A low-level concern is one that does not reach the threshold detailed in section 11.1 and is any concern, no matter how small, where a member of staff may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. This could include but is not exclusive to:

- being over friendly with children or having favourites
- taking photos or videos of children on their personal devices
- using inappropriate sexualised, intimidating or offensive language.
- comments or behaviour with the intention of humiliating children

'Child' means any child the member of staff/volunteer/supply staff has contact with in their personal, professional or community life.

If staff have any concerns about another adult, they must discuss these concerns with the headteacher or DSL. The DSL should pass on any concerns they receive to the headteacher. The headteacher will make the ultimate decision regarding action to be taken. If they are in any doubt that the concern may reach the harm threshold they should consult with the LADO as set out in local procedures. If the concern is related to the DSL this should be discussed with the headteacher. If it's related to a supply teacher or a contractor, the concern should be recorded and shared with the DSL, and/or headteacher and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Staff should feel confident to self-refer for example, if they have found themselves in a situation which could be misinterpreted, might appear concerning to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns should be recorded in writing by the person receiving the concern, including details of the concern, the context in which it arose, and action taken. The name of the individual sharing their concerns should also be noted however, if they wish to remain anonymous then that should be respected as far as reasonably possible. It is recommended that the record is retained at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action. This may be through its disciplinary procedures or, if a pattern of behaviour moves from a low level concern to meeting the harm threshold, it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within 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.

Staff should be familiar with the guidance contained in the Staff Code of Conduct and '*Keeping Children Safe in Education*' 2022. To reduce the risk of allegations, all staff should be aware of safer working practices as outlined in [Guidance for safer working practice for those working with children and young people in education settings February 2022](#)

## SECTION 12: Use of Reasonable Force

Our policy on the use of physical intervention by staff is set out in the Behaviour Policy on the school website, and acknowledges that staff must only ever use physical intervention as a last resort such as when a child is endangering themselves or others. 'Reasonable' means using no more force than was needed in that situation and at all times it must be the minimal force necessary to prevent injury to another person.

For pupils with SEND, mental health needs or medical conditions, reasonable adjustments must be considered by planning positive and proactive behaviour support through individual behaviour plans and risk assessments, where appropriate, and agreeing them with parents / carers. All instances of physical intervention should be recorded on CPOMs and in the bound book in the Headteachers office. Whilst all staff have a duty to intervene where children may place themselves or others at immediate risk of harm, staff who are likely to need to use physical intervention will be appropriately trained in Team Teach or other external and accredited techniques. Physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

## SECTION 13: Personal and Intimate Care

Some pupils may require personal or intimate care as a result of a special educational need or disability. A child's dignity will be preserved and a level of privacy maintained whilst ensuring that staff do not leave themselves vulnerable to allegations or concerns. Intimate Care Policy is on the school website.

## SECTION 14: Safeguarding and Online Safety in the Curriculum

Opportunities to teach pupils about safeguarding, including online safety, occur throughout the curriculum. In addition, we will utilise opportunities for specific events, visitors and assemblies to further enhance these learning opportunities. The content will be adapted as appropriate for pupils who need a more personalised or contextualised approach such as those who have experienced violence or abuse, those who are more vulnerable or pupils with SEND. This includes covering issues through the RSHE curriculum.

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	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off-and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change	Healthy and happy friendships

Y6	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest ongoing care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage me: the increasing responsibilities and emotional effects of life changes.	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.
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## 14.1 Online safety

A whole school approach to online safety will protect and educate our pupils in their safe use of technology, as well as allowing staff to identify, intervene and escalate any concerns as appropriate. It is essential that our pupils are safeguarded from potentially harmful and inappropriate material online. Whilst appropriate filters and monitoring systems are in place it should not unreasonably restrict what pupils can be taught with regards to online teaching and safeguarding.

There are four areas of risk within online safety, that staff must be aware of:

		Examples
<b>CONTENT:</b>	being exposed to illegal, inappropriate or harmful content	pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation and extremism
<b>CONTACT</b>	being subjected to harmful online interaction with other users	peer to peer pressure, commercial advertising, adults posing as children / young adults with the intention to groom or exploit them for criminal, sexual, financial or other purposes
<b>CONDUCT</b>	personal online behaviour that increases the likelihood of or causes harm	making, sending and receiving explicit images eg. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
<b>COMMERCE</b>		online gambling, inappropriate advertising, phishing, financial scams

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Our school uses a Smoothwall filtering system. We know that children can bully and sexually harass other children through mobile phones and other technology, including sharing indecent images (consensually and non-consensually) through large chat groups, and viewing and sharing other harmful content. Our school policy on the use of mobile phones and technology is that only school equipment, on the school network is used whilst at school, under the supervision of staff. Children are not allowed to bring home devices into school. For children who have a mobile phone for travelling to and from school independently drop these into the main school office before school and collect after school.

We will engage with parents to ensure they are informed about online safety, including harmful challenges and hoaxes and how to keep their children safe online. We will provide guidance and

information about where to seek help. We will do this through hot topic information sharing in newsletters and on the school Facebook page.

## 14.2 Remote and virtual learning

The school policy for remote learning can be found on the school website.

As there is an increase in delivering work and lessons online, the school will ensure that appropriate filters and monitoring systems are in place and any inappropriate content or use is reported and dealt with in the appropriate way, including when pupils are accessing this from home. It is important that parents are aware of what their children are being asked to do online, including the sites they are being asked to access and who from the school (if anyone) their child is going to be interacting with (KCSiE 2022 para.139).

## SECTION 15: Serious Violence

All staff should be aware of the signs indicating that a child is at risk of, or is involved with, serious violent crime. It could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

Indicators include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm, assault or unexplained injuries
- a significant change in wellbeing
- unexplained gifts or new possessions

All staff should be aware of the risk factors, which increase the likelihood of involvement in serious violence including:

- being male
- having been frequently absent or permanently excluded from school
- having experienced maltreatment
- being involved in offending such as theft or robbery

If any adult in school is concerned that a pupil may be involved in violence or crime, they **must** report this to a DSL, as soon as possible. Further advice is available here [Advice to schools and colleges on gangs and youth violence](#)

## SECTION 16: Health and Safety

The school's Health & Safety policy reflects the consideration we give to the protection of our children physically within the school environment as well as, for example, in relation to internet use, and when undertaking school trips and visits. The policy can be located on the school website.

## SECTION 17: Safer Recruitment of Staff

We endeavour to ensure that all staff working within the school are suitable to work with children. We achieve this through continuous vigilance, maintaining an environment that deters and prevents abuse and by challenging inappropriate behaviour. When recruiting staff this includes scrutinising applicants, verifying their identity and qualifications and obtaining references, in addition to Disclosure and Barring Service (DBS) checks.

We ensure that at least one member of every recruitment panel has received Safer Recruitment training. This training is available by contacting TKAT HR and it is recommended that it should be updated, as a minimum, every three years. Advice and guidance should be sought from the TKAT HR Team if the school requires support with any aspect of staffing or recruitment.

**It is recommended that all staff are checked against the Teachers Prohibition List.**

### **17.1 The Single Central Record (SCR)**

The school uses the TKAT template SCR which includes details of required checks for all staff including sec128 and maintains the SCR in accordance with the guidance from TKAT. The SCR must be updated regularly and as new staff start. The SCR and all associated evidence and documentation remains the responsibility of the Headteacher.

It must cover all staff including trainee teachers on salaried routes, agency and supply staff (even if they work for one day), volunteers, Governors, regular contractors and TKAT central staff. In the case of agency and third party supply staff, the school must have written confirmation from the employer that relevant checks have been completed and the appropriate certificates obtained, the date the confirmation was received by the school and the details of any enhanced DBS for that member of staff.

The SCR must be checked regularly (no less than half termly) by the Headteacher. The Director of Education / Chair of Governors / Governor for Safeguarding may also check it as part of any visit. and a record of all checks should be kept. Other information relevant for the SCR includes checks made on governors and volunteers and the full name of the person who carried out the check. as well as dates on which all safeguarding and safer recruitment training was undertaken. Once a member of staff leaves it is good practice to keep their details on a leavers tab for up to 12 months (KCSIE recommends they are removed once they leave).

### **17.2 Recruiting new staff**

When defining the role of a member of staff, the school will think about

- the skills, abilities, experience, attitude and behaviours required for the post
- the safeguarding requirements in terms of the extent of involvement with children and whether regulated activity is involved

#### **Advert**

The advert should include

- a statement relating to the school's and Trust's commitment to safeguarding and promoting the welfare of children and young people. *"TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check."*
- And an Equal Opportunities statement *"TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part time or on a flexible basis."*
- the safeguarding responsibilities of the post as per the job description and person specification.
- whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order (1975, 2013, 2020).

#### **Application forms**

The school will not accept Curriculum Vitae but will use the standard TKAT application form. This includes a regulated activity statement that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children. A copy of the safeguarding and child protection policy and policy on the employment of ex-offenders will be included in the application pack or through a website link.

#### **Shortlisting**

[Safeguarding and Child Protection Policy 2022-2023](#)

At least two people will carry out shortlisting and whenever possible those who shortlist will also be on the interview panel for a consistent approach. Shortlisting will involve considering any inconsistencies, looking for gaps in employment and the reasons given for them and exploring any potential concerns. Short listed candidates will be asked to complete a signed, self-declaration of any criminal record or other information that may make them unsuitable to work with children. If an electronic signature is supplied, they should physically sign a copy at the interview.

KCSiE 2022 (para 220) states that a school may consider carrying out an online search as part of their due diligence on shortlisted candidates. As a minimum requirement, TKAT schools are expected to undertake this additional search against preferred candidates in receipt of a conditional offer. This may help identify any incidents or issues that may have happened and are publically available online, which the school may wish to explore further before confirmation of appointment.

### **Employment History**

References should be obtained before the interview where possible allowing for any concerns raised to be explored further. These should not be open references or obtained by the applicant. Ensure any references are from the current employer and if from a school, it should be confirmed as accurate by the headteacher in respect of any disciplinary investigations. Obtain verification of the most recent employment if the applicant is not currently employed and a reference from the relevant employer, from the last time they worked with children, (where applicable). Ensure references originate from a legitimate source and verify or clarify any information with the person providing the reference. Compare any information against the application form and discuss any discrepancies with the candidate. Establish the reason for the candidate leaving their current or most recent position, if this isn't clear. Ensure any concerns are satisfactorily resolved before appointment is confirmed.

### **Selection and Interview**

The school will use a range of techniques to identify the most suitable person for the post. This will include questions which explore the applicant's experience and attitude towards safeguarding matters. Any areas of concern will be explored to determine whether the applicant is suitable to work with children. Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Pupil groups may be involved in the recruitment process and must be accompanied by a member of school staff. All information considered should be clearly recorded along with the decisions made.

### **Pre-appointment Vetting Checks, regulated activity and recording information**

All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. The school must:

- verify the candidates identity and be aware of the potential for individuals to change their name. Best practice is to check the name on the birth certificate.
- make a colour copy of the documents to verify identity, right to work and required qualifications.
- obtain an enhanced DBS check including Children's Barred List information for those working in regulated activity. Once the applicant receives their DBS certificate, they must show the original copy to the school as soon as possible and the school must record on the SCR that this has been seen. When using the DBS update service the school still needs to see the original physical certificate. The school is not required to keep a copy of DBS certificates. If they do it should be for no longer than 6 months and they should have a valid reason for doing so. Barred List information must not be requested on any person who is not engaged in regulated activity.
- obtain a separate Children's Barred List check if an individual will start before the DBS certificate is available. In this situation, a risk assessment should be completed and they will need to be appropriately supervised by a member of the school staff. All other checks should have been carried out satisfactorily.
- verify the candidates mental and physical fitness to carry out their responsibilities and any reasonable adjustments that might apply.

- verify the person's right to work in the UK, including EU nationals.
- verify professional qualifications as appropriate if the person has lived or worked outside the UK. The TRA Employer Access Service should be used to verify QTS and the completion of induction or probation.
- check that a person taking up a management position is not subject to a section 128 direction. This also applies in the case of Governors.
- ensure the applicant is not subject to a Prohibition Order.
- ensure that individuals employed to work in reception classes or in wraparound care for children up to the age of 8, are not disqualified from working in those settings under the 2018 Disqualification by Association Regulations.

If the school decides not to appoint someone because of a conviction, this should be clearly documented. When considering any disclosure information from the DBS, the school will take into account any explanation from the applicant including, the seriousness and relevance to the post, how long ago it occurred and other circumstances around the incident. In the case of a teacher, it will be considered in the context of the Teachers' Standards and Teacher Misconduct guidance.

### **Individuals who have lived or worked outside the UK**

These must undergo the same checks as all other staff, including an enhanced DBS certificate (with barred list if appropriate) even if they have never been to the UK. The school must carry out other checks so any relevant events that occurred outside of the UK can be considered. This applies regardless of whether or not it was an EEA country or the rest of the world. These checks should include, where available:

- criminal record checks for overseas applicants and for teaching positions but being mindful that the information provided varies from country to country.
- obtaining a letter from the professional regulating authority in the country (or countries) they have worked, confirming they have not imposed any sanctions or restrictions, or any reason why they may be unsuitable for teaching.
- other pre-employment checks to help assess their suitability

Where this information is not available the school should seek alternative methods of checking suitability and undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. The school will seek guidance from TKAT HR if required.

### **17.3 Agency and third party staff (supply staff)**

The school must obtain written notification from the agency that the checks, normally carried out by the school, have been completed. Where the agency has obtained an enhanced DBS, which has disclosed any matter or information, the school must obtain a copy from the agency. Where the position requires a Barred List check, this must be obtained by the agency prior to appointing the individual. The school must check that the person presenting themselves for work, is the same person on whom the checks have been carried out.

### **17.4 Contractors**

The school will set out their safeguarding requirements in the contract between the organisation and school. Any contractor carrying out work at the school must have had the appropriate level of DBS check and if engaged in regulated activity, they must have an enhanced DBS check including Barred List information. If a contractor's work allows them regular contact with children an Enhanced DBS will be required. If no checks have been obtained for a contractor, they will not be allowed to work unsupervised or engage in regulated activity. They will be supervised by a member of school staff at all times. If an individual is self-employed the school will consider whether it is appropriate to obtain a DBS for them. A member of school staff will always check the identity of the contractor on arrival and issue them with an appropriate school ID badge.

### **17.5 Trainee / student teachers**

If applicants are salaried by the school, the school must ensure that all necessary checks are carried out including an enhanced DBS and Barred List check. If the trainee is fee-funded, it is the responsibility of the training provider to carry out the necessary checks. The school will obtain written [Safeguarding and Child Protection Policy 2022-2023](#)

confirmation that all pre-appointment checks have been completed and has been judged by the provider to be suitable to work with children. Details regarding fee-funded trainees will be recorded on the SCR or the school.

### **17.6 Checks on existing staff**

The school may need to carry out new checks on existing staff. This applies when:

- an individual working at the school moves from a post that was not regulated activity with children, into work that is considered to be regulated activity
- there has been a break in service of 12 weeks or more
- there are concerns about an individual's suitability to work with children.

### **17.7 Visitors**

Visitors in a professional role, such as Educational Psychologists and Social Workers will have their ID checked on arrival. Failure to produce this may result in the school refusing them access to children. The Headteacher will use their professional judgement when deciding the level of supervision required by other visitors such as family members or external organisations, depending on the activity. Careful consideration will be given to external organisations in advance to ensure they are suitable and appropriate and whether relevant checks may be required. All visitors should sign in and out in the normal way and be provided with a school ID indicating they are a visitor. Staff should feel comfortable to challenge any adult they do not recognise and children should be encouraged to tell a member of staff, if they see an adult without ID.

### **17.8 Volunteers**

Under no circumstances should a volunteer, on whom no checks have been obtained, be left unsupervised or allowed to work in regulated activity. The TKAT Volunteer Risk Assessment should be completed when using volunteers. The school should obtain an enhanced DBS check (with Barred List information) for all volunteers who are new to working in regulated activity with children. For example, they are unsupervised and teach, work with, or look after children regularly, or provide personal care on a one-off basis. The school should not request Barred List information on a supervised volunteer.

Volunteers engaging in regulated activity do not have to be re-checked if they already have a DBS check (which includes Barred List information) unless the school has any concerns. When a volunteer is supervised the school must have regard to statutory guidance. For a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity relating to children
- regular and day-to day
- reasonable in all circumstances to ensure the protection of children.

### **17.9 Governors**

Governors are required to have an enhanced DBS check. Governance is not a regulated activity relating to children so Governors only require a Barred List check if they also engage in regulated activity. A Section 128 check is required.

### **17.10 Adults who supervise children on work experience**

The school will ensure that the placement provider has policies and procedures in place to protect children from harm. A Children's Barred List check via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school will consider specific circumstances such as the nature of the supervision and the frequency of the activity being supervised. This should include:

- whether the person providing the supervision / training to the child is unsupervised themselves; and
- is providing the supervision / training frequently (more than 3 days in a 30 day period, or overnight)

If that person is unsupervised and is in frequent contact with the child, it is likely to be regulated activity. If this applies the school could ask the employer to ensure that person is not a barred person. The school is not able to request that an employer obtains an enhanced DBS check (with barred list information) for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child takes place in a 'specified place' such as a school, and gives the opportunity for contact with children, this may be considered a regulated activity. In these cases, the work experience provider e.g. school placement, should consider whether an enhanced DBS check should be requested for the child on placement. This can only be done for children over the age of 16.

#### **17.11 Children staying with host families - Homestay**

Pupils attending TKAT schools do not participate in Homestays, exchange visits or similar.

### SECTION 18: Alternative Provision

The school continues to be responsible for the safeguarding of any pupil attending an Alternative Provision. The school should be satisfied that the provider meets the needs of the pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working there and their safeguarding policy meets the requirements of the current KCSiE requirements. The school will monitor attendance and meet regularly and frequently with staff at the provision, to ensure it continues to meet the needs of the child. The DSL will liaise with the Alternative Provision to ensure they are aware of any specific risks or support required for pupils attending there.

### SECTION 19: Private Fostering - LA notification

If staff become aware of a private fostering arrangement, the local authority should be notified so checks can be carried out to ensure the arrangement is safe and suitable. Notifications must contain information as set out in [Replacement Children Act 1989 Guidance on Private Fostering - GOV.UK](#) and must be made in writing.

### SECTION 20: Staff use of Electronic Equipment

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail, mobile phones, texting, social network sites) and should familiarise themselves with advice and professional expectations outlined in the school's **Staff Code of Conduct**, [Guidance for safer working practice for those working with children and young people in education settings February 2022](#), the school's **e-Safety Policy** and **Acceptable Use of Technology Policy for staff**.

Staff and volunteers should not make use of **personal** equipment, in particular mobile phones and tablets when in the presence of children (including keeping mobiles in pockets or about their person. During school trips it may be necessary for a mobile phone to be carried. This should be kept away in a bag. Staff and volunteers should never take photos of children on personal equipment.

## SECTION 21: Acceptable Use Policy

The school outlines their expectations of the acceptable use of electronic devices and mobile phones in their Staff Code of Conduct and the Acceptable Use of Technology Policy for Staff. Staff must make sure they have read this.

## SECTION 22: Monitoring and Evaluation of Policy and Practice

This school monitors and evaluates the implementation and effectiveness of our safeguarding policies and procedures through:

- External Audits
- TKAT Safeguarding Reviews
- TKAT Monitoring Visits
- Governing Body visits to the school
- SLT 'drop ins' and discussions with pupils and staff
- Pupil surveys and questionnaires
- Analysing of Attendance data
- Analysing and updating of risk assessments
- Looking at Governing Body meeting minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Regular training
- Working with the local authority
- Regular SLT meetings

Ofsted inspectors always report on whether or not arrangements for safeguarding children are effective.