

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

INSERT SCHOOL/ACADEMY
LOGO HERE

Multi Academy Trust Policy

Common Trust Policy, Use as Published

Safeguarding Policy

Date adopted by Trust Board:

Date of Review:

Date of next Review:

Date Adopted by Local Governing Body:

Key contact personnel in Academy/School

Designated Safeguarding Lead(s):

Named Child Protection Governor :

All staff should have access to this policy and sign to the effect that they have read and understood its content.

KCC Central Duty Officer: 03000 41 11 11

Outside of office hours.

Urgent child protection issue

Call the Central Duty Officer 03000 41 91 91

A copy of this policy must be available in Academy/School as hardcopy and on the website.

The Department for Education (DfE) has published

'Keeping Children Safe in Education' March 2015

This outlines the processes which all Academies/Schools, in the maintained, non-maintained or independent sector, must follow to safeguard their pupils.

It replaces

- **Safeguarding Children and Safer Recruitment in Education (December 2006); and,**
- **Dealing with allegations of abuse made against teachers and other staff 2012.**

The guidance contains, for the first time, a simple 8 page section - which is also provided separately as a pdf - to be read, as a minimum, by all school and college staff.

This section will inform those working in Academies/Schools and colleges about:

- types of abuse and neglect, and where to find further information about the signs that a child may be being abused.
- It will tell them how to refer a child about whom they have concerns to the appropriate agency
- it will direct them to further, detailed information on specific safeguarding matters including female genital mutilation, child sexual exploitation, cyberbullying, mental health, and radicalisation.

The guidance reiterates that staff members working with children should always think

"it could happen here" where safeguarding is concerned.

The new statutory guidance also explains how the Disclosure Barring Service checks and barred list checks apply in schools or colleges

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INTRODUCTION:

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

- DfE guidance Keeping Children Safe in Education (2014)
- Working Together to Safeguard Children (2015)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Online Safeguarding Children Procedures (2014)

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

Ofsted's definition of safeguarding

“Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; school security.” (Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted January 2014)

Is there a more up to date definition based on the September 2015 Framework??

This policy should therefore be understood alongside school policies on related safeguarding issues as listed below. These can be found in *Each Academy to define where the hard copy of the policy is kept.* They are also available to access via the school website

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

School Policies on Related Safeguarding Issues (to be read and followed alongside this document)

- e-Safety Policy
- Behaviour Management Policy (including Guidelines for the Use of Physical Intervention)
- Procedures for Managing Allegations Against Staff
- Guidelines for Safeguarding Record Keeping in Schools
- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff
- Advice notes - Dealing with Disclosures in School
- Health & Safety Policy (including First Aid and Accident Reporting)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People/Code of Conduct for Staff
- KSCB document - Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Anti-Bullying Procedure
- Race Equality
- Guidance on the Use of Photographic Images
- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- School Drug Policy
- Procedures for Assessing Risk (re school trips) Intimate Care Guidance
- Procedures for Assessing Risk (re school trips)
- First Aid and Accident Policies
- Medicines in School Policy
- Equal Opportunities / Equality of Opportunities documentation
- DOH (2009) “Safeguarding Disabled Children – Practice Guidance”

Amend details according to individual Academy documents and add any other relevant documents to the list.

These documents can be found *Each Academy to define where policies are kept.*

They are also available to access via the school website

Contact details for Education Safeguarding Team and LADO:

Safeguarding in Education Contacts – January 2015

Head Office – Sessions House Sessions House, County Hall, Maidstone ME14 1XQ		
Room 2.04	Kel Arthur Principal Officer (Safeguarding)	Office: 01622 694162 Mobile: 07786 191 359 kel.arthur@kent.gov.uk
	Rebecca Avery - e-Safety Officer	Office: 01622 221018 Mobile: 07789 968705 rebecca.avery@kent.gov.uk or for general enquiries: esafetyofficer@kent.gov.uk
	Kay Ashman Safeguarding Admin Assistant (part-time)	Office: 01622 696158 kay.ashman@kent.gov.uk

North Kent – Worrall House (Dartford, Gravesham, Sevenoaks) 30 Kings Hill Avenue, West Malling, ME19 4AE	
Helen Windiate Area Safeguarding Adviser (Education)	Office: 03000 412445 Mobile: 07740 183798 helen.windiate@kent.gov.uk
Linda Funnell Safeguarding Admin Support (part-time)	Office: 03000 411995 linda.funnell@kent.gov.uk

West Kent – Worrall House (Tonbridge & Malling, Tunbridge Wells, Maidstone). 30 Kings Hill Avenue, West Malling, ME19 4AE	
Claire Ray Area Safeguarding Adviser (Education)	Office: 03000 412284 Mobile: 07920 108828 claire.ray@kent.gov.uk
Linda Funnell Safeguarding Admin Support (part-time)	Office: 03000 411995 linda.funnell@kent.gov.uk

East Kent – Brook House (Swale, Canterbury, Thanet) Brook House, Reeves Way, Whitstable CT5 3SS	
Mike O’Connell Area Safeguarding Adviser (Education)	Office: 01227 284636 Mobile: 07740 183807 mike.o’connell@kent.gov.uk
Katie Agnew Safeguarding Admin Support (P/T)	Office: 01227 284636 katie.agnew@kent.gov.uk

South Kent – Kroner House (Ashford, Shepway, Dover) Kroner House, Eurogate Business Park, Ashford TN24 8XU	
Peter Lewer Area Safeguarding Adviser (Education)	Office: 01233 898597 Mobile: 07917 602413 peter.lewer@kent.gov.uk
Claudia Pryor Safeguarding Admin Support (P/T) Mon, Tue am, Wed.	Office: 01233 898675 claudia.pryor@kent.gov.uk

Central Duty: 03000 41 11 11
Urgent child protection issue outside of office hours,
Call the **Central Duty** Out of Hours Number: **03000 41 91 91**

ETHOS

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments that will contribute to this process.

XXXXX Academy/School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

XXXXX Academy/School will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- ensuring all steps are taken to maintain site security and student's physical safety
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- developing effective and supportive liaison with other agencies

RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

The Designated Safeguarding Lead (DSL) has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. This includes

- **Acting as a consultant for staff to discuss concerns**
- **Maintaining a confidential recording system**
- **Co-ordinating safeguarding action for individual children**
- **Liaising with other agencies and professionals**
- **Ensuring that locally established procedures are followed and making referrals as necessary**
- **Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)**
- **Managing and monitoring the school's part in CAF / Child in Need / Child Protection plans**
- **Organising training for all school staff**

The Governing Body and school Leadership Team will ensure that the DSL is properly supported in this role at a time and resource level.

The welfare and safety of children however are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead(s) (DSL).

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

Disqualification regulations

Disqualification regulations apply to staff working directly with children under 5 within the Early Years Foundation Stage or "wrap around" care with children up to 8 years old.

Disqualification offences relate to

- Staff member has a relevant criminal conviction
- Questions of suitability of staff whose own children have been subject of a care order

- Those who might pose a risk of harm to children by association due to living in the same household as an offender who meets the criteria

In the event of any of the above criteria being met, the member of staff should be removed from their role with advice on how to apply to Ofsted for a waiver

The regulations should be discussed with staff that may be required to complete a self-declaration form. Specific concerns should be referred to the LADO. Advice can also be provided by SPS.

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

XXXXX Academy/School adheres to the KSCB Safeguarding Children Procedures (2014). The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

Additional guidance including

‘What to do if you are Worried About a Child Being Abused’ (DfES 2006)
Kent and Medway Inter-Agency Threshold Criteria for Children in Need
The Assessment Framework for Children in Need and their Families (2000)

These can be found School/Academy to insert where these documents are kept. All staff have been provided with a copy of Part one of the DfE guidance “*Keeping Children Safe in Education*” that covers Safeguarding information.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser. Advice may also be sought from Specialist Children’s Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision is made to refer to Specialist Children’s Services or other services.

Such referrals might include referral to Specialist Children’s Services as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the CAF (Common Assessment Framework) process or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc.

Referrals to Specialist Children’s Services will be made using Kent’s inter-agency referral form and with reference to the Kent and Medway Interagency Threshold Criteria for Children in

Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. All referrals are now made via the County Duty Team unless it's already an open case.

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

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team or Specialist Children's Services

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

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

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

specific safeguarding matters also including female genital mutilation, child sexual exploitation, cyberbullying, mental health, and radicalisation.

The most up to date definitions are found in Appendix 1 of this document.

Indicators and signs of abuse are listed in the leaflet “**Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff**” distributed to all staff. A copy of this leaflet can be found in the staffroom safeguarding file. Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

BASIC GUIDELINES FOR DEALING WITH DISCLOSURES

1. **Remember** that the child's welfare and interests **MUST** be the paramount consideration at all times.
2. **LISTEN** carefully and actively to the child. At this stage there is no necessity to ask questions. Let the child guide the pace.
3. **DO NOT SHOW SHOCK** at what you are hearing. This may discourage the child from continuing their disclosure as they will feel that the adult receiving the information is unable to cope with what they are hearing and may be thinking badly of the child.
4. **DO NOT INVESTIGATE**. If you need to clarify what is being said and whether the child is at risk, ask open questions (what, when, who, how, where, do you want to tell me anything else? etc.) but only to the point of clarification being achieved. Avoid the question 'why?' as this can imply guilt / responsibility on the child.
5. **Stay calm and REASSURE** the child that they have done the right thing in talking to you.
6. **NEVER PROMISE TO KEEP A SECRET OR CONFIDENTIALITY**. You have a duty to ensure the information is passed on to DSL (and ultimately SSD) in order to keep the child safe. If a child requests confidentiality, use a 'prepared' response, such as 'I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell someone (name person) who will know how to help us to do this'.
7. **Make sure** the child understands what will happen next with their information.
8. **RECORD** factually what the child has told you / what you have observed ASAP. Ensure records include the date, time, place of disclosure, behaviour and words used by the child. Failure to accurately record information or writing down your 'interpretation' of the child's account may lead to inadmissible evidence.
9. **If you have seen bruising or an injury, use a BODY MAP to record** details. Again ensure that the map is dated and attached to information relating to the child's comments about the injury.
10. **TELL YOUR DSL AS SOON AS POSSIBLE**. But do not ask the child to repeat what they have told you to another staff member. This is stressful for the child. The more times a child is asked to tell their story the greater the chance of the facts becoming lost and subsequent investigation being compromised.
11. **DO NOT GOSSIP** to other staff about what you have heard. The information should remain confidential to those who 'need to know'.
12. **MAINTAIN CONTACT** with the child. They have trusted you enough to 'tell', will need to know that they are not rejected as a result and may need continued support.
13. **Ensure** that you have **SUPPORT FOR YOURSELF** in managing the information you have received.

School to add where safeguarding concern forms, body maps etc are kept

NOTE : DISCLOSURES RELATING TO ALLEGATIONS AGAINST COLLEAGUES AND MEMBERS OF STAFF SHOULD BE TREATED IN THE SAME WAY. PASS SUCH INFORMATION IMMEDIATELY TO THE HEAD TEACHER OR DSL WHO WILL ENSURE THE APPROPRIATE PROCEDURES ARE FOLLOWED.

INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DSL in line with government guidance that currently requires this to be updated every three years.

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

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

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

The DSL and Head Teacher will provide an annual report to the Local Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

RECORD KEEPING

Staff must record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Incident/concern forms are kept in the Staff Room (and are included at the end of this policy)

Safeguarding records are kept separate from all other record relating to the child in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only.

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

Detailed guidance on Record Keeping is found in a separate document "*Guidelines for Safeguarding Record Keeping in Schools*" – Staff MUST familiarise themselves with the responsibilities outlined in this document.

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

Children missing in Education

Children missing in education should be referred to CME (03000 416268)

This includes:

- Any child leaving school with an unknown destination, including going abroad
- A child leaving year 6 with no destination, or who don't start at the new school
- A child due to start school who doesn't arrive

ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

XXXXX Academy/School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the) Principal Officer (Safeguarding) or the Area safeguarding Advisor in his absence to agree further action to be taken in respect of the child and staff member.

All staff need to be aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

For specific guidance on how to respond to allegations against staff, please refer to the “**Procedures for Managing Allegations Against Staff**” which can be found [school to add location of this document.](#)

WORKING WITH OTHER AGENCIES

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

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

XXXXX Academy/School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and CAF Teams around the Child / Family.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

CONFIDENTIALITY AND INFORMATION SHARING

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

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on dealing with disclosures can be found in the document **"Child Protection - Dealing with Disclosures in School"**

CURRICULUM AND STAYING SAFE

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

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

Systems have been established to support the empowerment of children to talk to a range of staff. Children at XXXXX Academy/School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day-to-day classroom interaction and support include: buddy mentoring, School Council, Golden Time : School Council; buddy systems; regular feedback questionnaires with groups of children; specific ANTI-BULLYING POLICY; SEAL; Think U Know and Play Therapy and work with the Learning Mentor. Academy/School to insert where this policy is to be found

Preventing radicalisation – Prevent and Channel strategy

XXXXX Academy/School has a duty of care to safeguard pupils from the risk of extremism and radicalisation. (Counter-terrorism and security act 2015) We will provide safe spaces where pupils can understand and discuss sensitive topics including the risks of being drawn into terrorism/extremism and learn how to challenge these ideas. British values will be promoted and extreme values challenged.

We are committed to:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;

- to prevent people from being drawn into terrorism and ensure that they are given appropriate support and advice;
- work with sectors and institutions where there are risks of radicalisation

Where risk is identified it will be referred to the Channel Coordinator and the school will work within the Channel framework.

Prevent lead officer – Nick.Wilkinson@kent.gov.uk

DfE helpline for non-emergency situations – 020 7340 7264

E-SAFETY

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. XXXXX Academy/School will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's **e-Safety policy** which can be found **in the Safeguarding file** Academy/School to insert where this policy is to be found.

SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

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

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.
<http://www.supportline.org.uk/index.php>

SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice / the Trust's Code of Conduct.

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

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

Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People** (2009) which can be found **in the Safeguarding file. Academy/School to insert where this policy is to be found.**

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 **Guidance for Safer Working Practice for Adults who Work with Children and Young People**, the school's **e-Safety Policy** and **Acceptable Use Policy** and the **KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People**

COMPLAINTS

The school has a **Complaints Procedure** available to parents, pupils/students and staff who wish to report concerns. This can be found **in the safeguarding and policy files. Academy/School to insert where this policy is to be found.**

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

SAFER RECRUITMENT

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

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

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

APPENDIX 1 - DEFINITIONS OF ABUSE

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

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

Specific safeguarding matters also include female genital mutilation, child sexual exploitation, cyberbullying, mental health, and radicalisation.

Appendix 2 Reporting forms

XXXXX Academy/School

SAFEGUARDING INCIDENT / CONCERN FORM

Pupil name	Date of birth and Year Group
Name and position of person completing form (please print)	
Date of incident /concern: dd.mm.yy	
Incident / concern (who what where when)*	
Any other relevant information (witnesses, immediate action taken)*	
Action taken*	
Signature	Date form completed (dd mm yy)

*Continue on a separate sheet if necessary

XXXXX Academy/School

DSL SAFEGUARDING RECORD OF ACTION / CONTACTS

PUPIL NAME:		
DATE	DETAILS	SIGNATURE

XXXXX Academy/School

DSL DETAILED RECORD OF ACTION

PUPIL NAME:	
DATE	DETAILS
Signature	

XXXXX Academy/School

SAFEGUARDING RECORD FRONT SHEET

Pupil name:	Date of birth:																				
Any other name by which child is known:																					
Home address: Telephone no:	Current address (if different)																				
Family members i.e. parents / carers / siblings:																					
<table style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 25%; text-align: left;">Name</th><th style="width: 25%; text-align: left;">Relationship</th><th style="width: 25%; text-align: left;">Address</th><th style="width: 25%; text-align: left;">School details</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr></tbody></table>		Name	Relationship	Address	School details																
Name	Relationship	Address	School details																		
Date file started:																					
Are records held in school relating to other connected children?																					
Contact details of other professionals																					
<table style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 30%; text-align: left;">Name</th><th style="width: 30%; text-align: left;">Agency</th><th style="width: 40%; text-align: left;">Address</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>		Name	Agency	Address																	
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**EYPS – Safeguarding in Education Contacts – January
2015**

Head Office – Sessions House		
Sessions House, County Hall, Maidstone ME14 1XQ		
Room 2.04	Kel Arthur Principal Officer (Safeguarding)	Office: 01622 694162 Mobile: 07786 191 359 kel.arthur@kent.gov.uk
	Rebecca Avery - e- Safety Officer	Office: 01622 221018 Mobile: 07789 968705 rebecca.avery@kent.gov.uk or for general enquiries: esafetyofficer@kent.gov.uk
	Kay Ashman Safeguarding Admin Assistant (part-time)	Office: 01622 696158 kay.ashman@kent.gov.uk

Central Duty: 03000 41 11 11
Urgent child protection issue outside of office hours,
Call the **Central Duty** Out of Hours Number:
03000 41 91 91