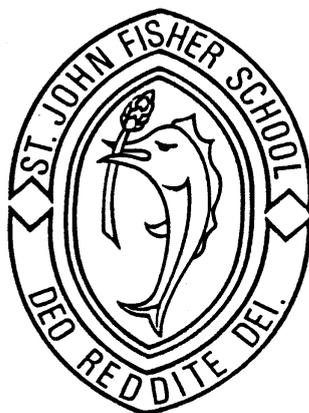


St JOHN FISHER CATHOLIC COMPREHENSIVE SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

The Mission statement:

“St John Fisher School seeks to help and encourage pupils to develop individually, collectively and freely a way of life modelled on Christ, in accordance with the Faith of the Roman Catholic Church.”

Date of Ratification: 13th December 2018

Date of Review: 13th December 2019

Owner: T Chapman

Designated Safeguarding Lead (DSL): Miss T Chapman

Other trained staff: Mrs D Lennon, Mr G McCaughan, Mr A Sogbetun

Child Protection Nominated Governor: Mr C Mailing

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of different types of abuse and follow our procedures to ensure that children receive effective support, protection and justice.

Introduction

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Medway Safeguarding Children's Board (MSCB) and locally agreed procedures.

St John Fisher Catholic School takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of "Working Together to Safeguard Children (March 2015) and "Keeping Children Safe in Education" (September 2018) and Section 175 of the Education Act, 2002. This guidance outlines the responsibilities of schools, colleges, independent schools, academies and free schools (by virtual of their funding agreement) in carrying out their duties to safeguard and promote the welfare of children by ensuring that "mechanisms are in place to assist staff to understand and discharge their role and responsibilities".

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1 Purpose and Aims

- St John Fisher Catholic School fully recognises its responsibilities for safeguarding children including those in need of protection.
- Our policy applies to all staff, governors and volunteers working in the school.
- There are **five main elements** to our policy:
 - Ensuring we practise safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
 - Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe
 - Ensuring a suitably trained workforce, developing and then implementing robust procedures for identifying and reporting cases, or suspected cases, of abuse
 - Supporting pupils who have been abused in accordance with his/her agreed child protection plan
 - Establishing a safe environment in which children can learn and develop.
- We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
 - Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
 - Ensure children know that there are adults in the school whom they can approach if they are worried;
 - Promote opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2. Definition of safeguarding

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to student’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016)
- All safeguarding policies will be reviewed on an annual basis by St John Fisher School by the person with overall responsibility for safeguarding and child protection.
- St John Fisher School acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children missing education
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)

- Domestic violence
- Drugs and alcohol
- Fabricated or induced illness
- Gangs and youth violence
- Hate
- Honour based violence, including Female Genital Mutilation (FGM)
- Mental health
- Online Safety
- Peer on Peer Abuse
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse and gender-based violence
- Youth Produced Sexual Imagery or “Sexting”
- Trafficking

(Also see Annex A within ‘Keeping Children Safe in Education’ 2018 (KCSIE) and appendix 3)

- Every member of staff at St John Fisher School recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

3 Statutory Framework

- In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:
 - The Children Act 1989 & 2004
 - The Education Act 2002 (section 175)
 - The Education (Pupil Information) (England) Regulations 2005
 - Keeping Children Safe in Education (September 2018)
 - Dealing with Allegations of Abuse Against Teachers and Other Staff
 - Working Together to Safeguard Children (July 2018)
 - Procedures set out by the Medway Safeguarding Children Board.
- More specifically, we will:
 - Ensure we have a Designated Safeguarding Lead (DSL) for child protection, and 3 other trained members of staff for child protection, who have received appropriate training and support for their roles;
 - Ensure we have a nominated governor responsible for child protection;
 - Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the DSL;
 - Have a comprehensive induction policy in place specifically outlining the school Safeguarding/CP policy; the staff code of conduct and role of the DSL;

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL and have signed that they have read Keeping Children Safe in Education (September 2018) Annex A and Part 1;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/website;
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**;
- Contact the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This may then trigger actions identified in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care";
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately;
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (This could be electronic secure storage);
- Follow the procedures set out in section 14 of this document, if an allegation is made against a member of staff or volunteer;
- Ensure safe recruitment practices are always followed.

4 Safeguarding Training

- All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Any newly appointed DSL will attend the MSCB "Working Together to Safeguard Children" training and the local DSL training before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.

- The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training annually.
- The DSL will retain a training record indicating the attendance at safeguarding training so that absent staff can receive an update on their return. Additionally, the DSL will retain a record showing staff have read Keeping Children Safe in Education (September 2018) Annex A and Part 1.
- All new members of staff will receive child protection training as part of their induction programme.
- Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy or in the national guidance materials as they occur.
- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post. (Borough of Medway recommends this is updated every 5 years.)
- Record of training (summary):

	Teacher or member of staff name	Date of training
Designated Safeguarding Lead	Miss T Chapman	8 th March 2017
Head teacher DSL Training	Mrs D Lennon	16 th September 2016 (update booked- 5 th December 2018)
Deputy DSL	Mr G McCaughan	14 th May 2018
Deputy DSL	Mr A Sogbetun	13 th March 2017
Designated Teacher for Looked after Children	Mr S Halligan	8 th March 2017
Safer Recruitment	Mrs E Bailey Mr I Jordan Ms L Crouch Mrs D Lennon Mr S Halligan Miss T Chapman Mr A Sogbetun Miss V Walker Mr G McCaughan Mr C Mailing Mr F Dada Deacon J Coleman Mrs A Bovis Mrs L Fielding	9 th June 2015 15 th May 2013 14 th January 2015 29 th November 2017 29 th November 2017 29 th November 2017 29 th November 2017 ? ? 29 th November 2017 29 th November 2017
Annual safeguarding/CP training	Whole school (including LSAs SSO, Admin staff etc)	19 th September/ 17 th October 2018
Safeguarding – Honour Based Violence (FGM, forced marriage etc)	Whole Staff	19 th September/ 17 th October 2018

Child Sexual Exploitation (CSE)	Whole Staff	19 th September/ 17 th October 2018
Prevent /Extremism awareness	Whole Staff	19 th September/ 17 th October 2018
E_Safety	Whole Staff	19 th September/ 17 th October 2018

5 The Head Teacher's Roles and Responsibilities re: Safeguarding

- In line with the statutory guidance (2018), the Head Teacher will ensure that systems and procedures to ensure all staff understand their role in safeguarding and promoting the welfare of children. The Head Teacher will ensure:
 - The policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
 - A clear and concise job description is in place for the DSL and that the DSL is a senior member of the School Leadership Team;
 - Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
 - All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies, where appropriate.
 - There are arrangements in place for DSL availability to cover any out of hours or out of term time activities taking place.

6 The Designated Safeguarding Lead for Child Protection's Roles & Responsibilities

- Broad areas of responsibility proposed for the DSL for child protection.
 - Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies;
 - Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police);
 - Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies;
 - Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services **unless** this may, either by delay or the behavioural response it prompts, place the child

at risk of significant harm. Liaise with the head teacher or principal (where the role is not carried out by the headteacher or principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role;

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Medway Early Help Guidance;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise;
- Ensure all staff are aware of the guidance 'What to do if you're worried a Child is being Abused';
- Feedback and reassure staff who have raised a child protection concern;
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns;
- Maintain an up-to-date awareness of safeguarding developments and distribute these as appropriate to all staff in line with advice from the Medway Safeguarding Children's Board (MSCB);
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body, management committee or proprietor regarding this;
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this;
- Where children leave the establishment ensure their child protection file is provided for any new establishment as soon as possible but transferred separately and securely from the main pupil file;

7 The Governing Body's Roles & Responsibilities re Safeguarding

- Keeping Children Safe in Education (September 2018) provides the following statutory guidance:

Safeguarding arrangements that schools and FE colleges should have in place

Governing bodies and proprietors are accountable for ensuring their school has effective

policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.

- In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSL on matters relating to Safeguarding and Child Protection.
- The Governing Body will ensure that:
 - The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request;
 - The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
 - The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
 - A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies;
 - In addition to MSCB training (every two years) the Designated Safeguarding Lead will undertake training to support inter-agency working.
 - The head teacher, and all other staff who work with children, undertake appropriate training annually to equip them to carry out their responsibilities for child protection effectively. Also that all temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
 - An appropriate whistleblowing policy/procedure is in place and is reflected in staff training and staff behaviour policies (code of conduct) to encourage any staff member or volunteer to report concerns regarding safeguarding practice in school.
 - The head teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention;
 - A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher (Contact details of the LADO are given in section 14.7); and
 - The Governing Body reviews the child protection policy and the effectiveness of safeguarding procedures (at least) annually.

8 The Role & Responsibilities of all Staff within School

- All school and college staff members should be aware of the signs of abuse and neglect (appendix 1) so that they are able to identify cases of children who may be in need of help or protection.
- Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff are aware of the additional barriers in identifying possible abuse and neglect in these children. They recognise the need to
 - explore the reasons for changes in behaviour, mood and injury rather than assume it is related to the child's disability;
 - understand that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
 - overcome the barriers and difficulties in communication with these children.
- All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:
 - Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse;
 - Recognise that peer on peer abuse must be taken seriously and appropriately reported;
 - Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour;
 - Read carefully any documentation provided by the DSL to update their safeguarding training.
 - Any safeguarding concerns a member of staff needs to report must be raised with a DSL trained member of staff in **person** in the first instance, not via email. This should then be followed up via email with a written account of the concern. If a member of staff is unable to speak to DSL trained staff due to teaching commitments, they must email reception with a request for a DSL trained member of staff to go to them.
- It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that **all** the staff is aware of the signs and behaviour which **may** indicate abuse (see section 9 and Appendix 1).
- All staff and volunteers have a duty to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Where a staff member

feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- *The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.*

9 Safe working practice

- All members of staff are required to work within the guidelines contained in the staff handbook.
- 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 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 reported to the Designated Safeguarding Lead.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) 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 in Education Settings and the Staff Handbook.

10 Medway Early Help Guidance

- Medway Early Help Guidance supports children and families with emerging needs and promotes a shared responsibility to facilitate significant and sustained change in children's lives, building resilience, preventing and protecting children from harm. Early help is focused developing and breaking intergenerational cycles of poverty through working with children's parents/carers and families.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- is showing early signs of abuse and/or neglect.

Further information can be found from:

<http://www.msrb.org.uk/>

11 When to be concerned

- All staff and volunteers must be aware that the main categories of abuse are:
 - Neglect
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
- All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 1 for details).

12 Dealing with a Disclosure/Reporting concerns See (Appendix 2 flowchart)

- If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. Staff must provide the DSL with a signed and dated written record of their concerns. If necessary staff are also able to report directly to Children's Advice and Duty Service (CADS) Tel 01634 334466 and/or police if the child is in immediate danger or at risk of harm.
- If a child discloses that he or she has been abused in some way, the member of staff should:
 - Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
 - Listen to what is being said without displaying shock or disbelief
 - Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
 - Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me, and How did that happen"
 - Not criticise the alleged perpetrator
 - Reassure the child that what has happened is not his or her fault
 - Stress that it was the right thing to tell
 - Explain what has to be done next and who has to be told

- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of disclosure
- Speak with the Designated Safeguarding Lead for Child Protection, and provide him/her with the signed, dated written record, using the agreed school proforma, without delay.
- The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- When the DSL for Child Protection, or in his/her absence, the Deputy DSL for Child Protection, has been informed, he/she will make the decision whether or not to refer the concern to Social Care. Children's Advice and Duty Service (CADS) will be consulted when there is uncertainty about whether to refer.

CADS phone number 01634 334466
Out of hours number 03000 41 91 91

LADO phone number 01634 331065

- Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time.** Referrals to Children's Social Care must be made to the Children's Advice and Duty Service (CADS) Tel 01634 334466
- Additional referral guidance is provided in Appendix 2

13 Confidentiality

- Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers in school. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.
- If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.

- Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

14 Communication with Parents

- Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.
- The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

15 Record Keeping

- All concern forms/body maps and chronology sheets should be signed and dated. They should together provide an accurate factual account of the concern and action taken by the school.
- The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link Teacher at the receiving school. The school will retain a receipt for the records signed by the receiving school.
- The information contained will be regarded as confidential. Any request for access to the information by non-Medway Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Safeguarding Lead who is advised to seek legal advice before acting.
- Record keeping at School
 - All records of concern and multi-agency involvement should be kept separate from the child's academic records. They must be kept securely with access only for the DSL, Deputy DSL's and Head Teacher.
 - The procedures outlined above (Section 10.1) should be followed.

Confidential
safeguarding
record form



Record of Concern

School: _____

Name of child: _____ date of birth: _____

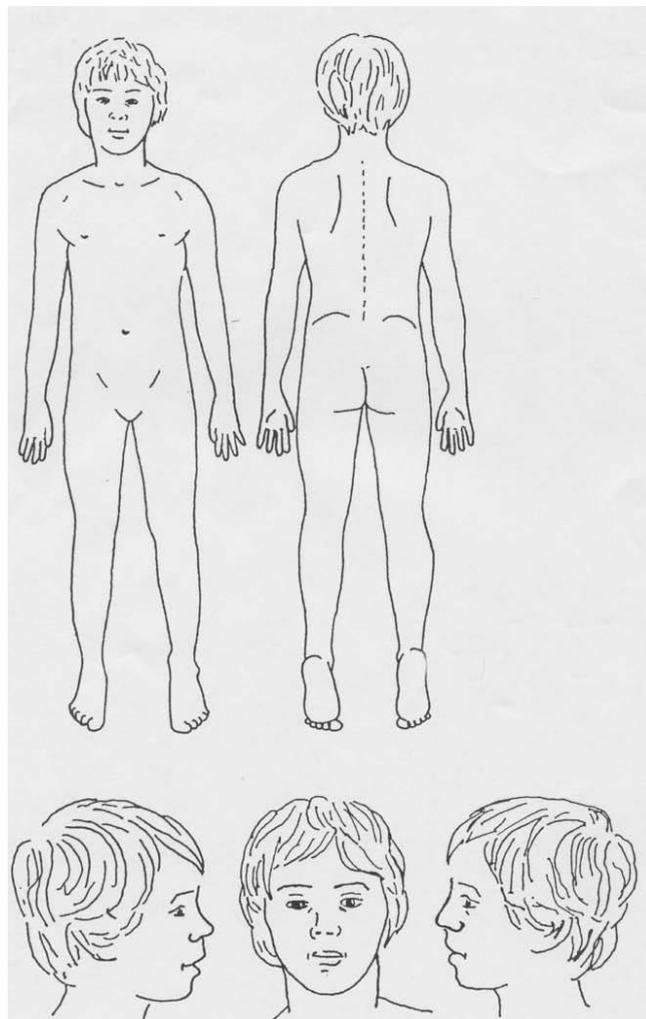
Name and position of person completing the form (please print):

Date and time of incident:	
Incident:	
Name of witnesses and any other information:	Action taken:
Signature	Date (ddmmyy) and time form completed:

Confidential
safeguarding
record form

School: _____
Body map (to be used in conjunction with a record of concern form)

Name of child: _____ date of birth-



Signature
Print name

Date (dd/mm/y) and time form completed.

16 Dealing with Allegations against School Staff (see also Keeping Children Safe in Education September 2018 part 4 and the flowchart in Appendix 2 for further details)

- An allegation is any information which indicates that a member of staff /volunteer may have:
 - Behaved in a way that has, or may have, harmed a child
 - Possibly committed a criminal offence against or in relation to a child
 - Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
 - Behaved in a way contrary to the Staff code of conduct
- This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.
- To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document, '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.*'
- Any allegation should be reported immediately to the DSL or Head Teacher (unless the allegation concerns the Head Teacher see 10.10 below). S/he should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a „need to know“ basis only.
- Actions to be taken include making an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed and dated.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, on 01634 331065
- If the allegation meets any of the four criteria set out in section 14.1 then the Head Teacher shall contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.
- The Head Teacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.
- If there is an allegation or concerns raised against the Head Teacher, then the Chair of Governors will be contacted. The Chair of Governors for this school is:

Mr Clive Mailing

- In the event of allegations or concerns against the Head Teacher the Chair of Governors (or the Vice Chair) will contact the LADO, whose contact details are given in 14.7 above.

17 Peer on Peer Abuse

- This policy recognises that children are capable of abusing their peers. Staff are aware that any allegations will be investigated appropriately by reporting concerns to the DSL and will never be tolerated or passed off as “banter” or “part of growing up”. Any form of inappropriate touching or evidence of ‘initiation procedures, sexting (or other inappropriate use of new technology) will be robustly followed up.
- Victims of peer on peer abuse will be supported as for any other form of abuse and in their best interests.
- Peer on peer abuse can manifest itself in many ways. The curriculum provides opportunity for the school to help children safeguarding themselves from new technology and through learning about personal safety. (See also ICT policy, curriculum policy and equalities policy.)
- The children have E-safety training annually and are given key information from CEOP and other online safety sites.

18 Safeguarding children with special educational needs and disabilities

- St John Fisher School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening
- St John Fisher School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- The school recognises that children with SEN or disabilities are more prone to peer on peer abuse and peer group isolation than other children.
- Members of staff are encouraged to be aware that safeguarding concerns such as bullying can disproportionately impact children with SEN and disabilities. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child’s disability and be aware that child

19 Online Safety

- It is recognised by St John Fisher School that the use of technology presents particular challenges and risks to children and adults both inside and outside of the academy.
- St John Fisher School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm

- St John Fisher School will ensure that appropriate filtering and monitoring systems are in place when students and staff access school systems and Internet provision.
- St John Fisher School acknowledges that whilst filtering and monitoring is an important part of academy's online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the academy control such as mobile phones and other Internet enabled devices and technology.
- St John Fisher School will ensure a response is in place to enable all students to learn about and manage online risks effectively through the PSHE curriculum.

20 Monitoring & Evaluation

The responsibility for ensuring that the Safeguarding/Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover.

21 Safer Recruitment

- Governance will ensure that the Headteacher and at least one member of the Governance Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2018).
- Safer recruitment procedures will include the requirement for appropriate checks in line with national guidance
- At St John Fisher School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. School will question the contents of the application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks; we may use other means of ensuring we are recruiting and selecting the most suitable people to work with our children.
- School will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly. The Governance Body will check the SCR on a half term basis and record inaccuracy and actions; reporting this to Senior Leadership Team and Governance.

22 Use of Reasonable Force

- There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.
- We acknowledge that staff should only use physical intervention as a last resort

Further information can be found in the DfE guidance on Use of Reasonable Force:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

23 Health and Safety

- The school has a duty to ensure the safety of children whilst on the school sites, this includes ensuring that the site is secure.
- All staff should maintain an awareness of the security of the buildings and grounds on both sites and must report any concerns that come to light.
- All visitors to the school will be expected to sign in and out via the visitor books located in the reception on both sites. All visitors must display a visitor’s lanyard whilst on site. Any individual who is not known or identifiable should be challenged for clarification.
- St John Fisher School will not accept any behaviour from parents or visitors that threatens the school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in the decision to refuse access to the school site for that individual.

24 Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection. This may include the actions or attitudes of colleagues.
- Staff and volunteers should feel able to raise concerns about practise and potential failures in the school safeguarding regime.
- If a member of staff feels unable to raise an issue with their employer or feels that genuine concerns are not being addressed, they can use the NSPCC whistleblowing helpline on 0800 0280285 or email help@nspcc.org .
- The School accepts that wherever possible the confidentiality of anyone wishing to raise a concern will be protected. There might however be occasions where your confidentiality cannot be protected, for example, where there is the involvement of the police.

- If there is any possibility that your confidentiality cannot be protected you will be told of the reasons and offered appropriate advice and support.

25 Supporting Staff

- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Through the existing system of performance management, mentoring and staff consultation arrangements, we will ensure that staff have routine opportunities to reflect on the well-being of their students and to consider if there are any safeguarding concerns or suspicions.
- We recognise that staff working in the Academy, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing regular sessions to talk through their anxieties with the DSL and to seek further support as appropriate. Decisions made in these meetings will be recorded.

26 List of related policies/procedures

Anti-bullying policy
First Aid Policy
Acceptable use agreements
Behaviour policy
Equality and Diversity policy
Whistleblowing
Staffing and Recruitment Policy
Staff Code of Conduct (staff behaviour policy)
Sex and Relationships Education Policy (SRE)
Attendance
Health and Safety

APPENDIX 1: Types and Indicators of Abuse (to be read in conjunction with Keeping Children Safe in Education Part 1 and Annex A)

NB. This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Definitions of child abuse

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illnesses').

Possible indicators of Physical Abuse - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It may involve

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another (including witnessing domestic violence)
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Possible indicators of Emotional Abuse - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

3. 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 assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible indicators of Sexual Abuse - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD * Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

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

Possible indicators of Neglect - Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Additional information on aspects of safeguarding/abuse

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases.

Mandatory reporting of female genital mutilation procedural information can be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Possible indicators of Female genital mutilation (FGM)

- Holiday requests made to school for significant lengths of time (Pre warning)
- Long periods of time away from the classroom during the day with bladder or menstrual problems
- Avoidance of P.E.
- Difficulty walking, sitting or standing
- Prolonged absences from school
- Noticeable behaviour changes
- Withdrawal
- Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.

- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.

Any suspicion of FGM in a student must be reported to the DSL immediately using the same procedures as for other safeguarding concerns.

Forced marriage

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

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information.

http://www.proceduresonline.com/kentandmedway/chapters/p_forced_marr.html

Child Sexual Exploitation (CSE)

Professionals in all agencies need to be alert to the possibility that children can be at risk of sexual exploitation.

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. The manipulation or **'grooming'** process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

Possible indicators of CSE Child Sexual Exploitation (CSE)

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends

- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, positive handling (physical restraint), sexual assault

Children missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect. The law requires all schools to have an admission register and with the exception of schools where pupils are boarders, an attendance register. All pupils must be placed on both registers.

Children are considered to be missing education if they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer is unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she know his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

St John Fisher School recognises that some children may be missing from education because they are suffering from abuse or neglect. Where the risk of harm is suspected, the DSL will consider referrals to the police or Children's Social Care if appropriate.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private arrangement made between a parent and a carer**, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or

marriage/affinity). To help keep children safe and support families, all parents and private foster carers must **notify MASH** of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement, it is important you share this information in case a child is at risk of harm.

Extremist ideology, radicalisation and terrorism

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

PREVENT - Section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales is specifically concerned with schools (but also cover childcare)

The statutory “Revised Prevent duty guidance: for England and Wales” (for schools) summarises the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

Sexual Violence and Harassment Between Students

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Guidance, when referring to sexual violence, refers to sexual offences under the Sexual Offences Act 2003 and separates it into 3 categories; rape, assault by penetration and sexual assault.

Sexual harassment is defined as ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

The DfE have produced specific guidance for sexual violence and harassment which can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf

Schools should be aware of the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;

- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia . Dismissing or tolerating such behaviours risks normalising them.

• Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;

-the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and

- communication barriers and difficulties overcoming these barriers.

• Children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who may have suffered from/ be suffering from sexual violence or harassment and act in accordance with the schools safeguarding procedures.

Other Specific Safeguarding Issues

Expert and professional organisations are supportive of schools in providing up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES](#) , [MindEd](#), Medway [MSCB](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [Abuse](#)
- [Bullying including cyberbullying;](#)
- [Children missing education;](#)
- [Criminal exploitation of children and vulnerable adults county lines;](#)
- [Child missing from home or care;](#)
- [Child sexual exploitation](#) (CSE);
- [Domestic abuse;](#)
- [Drugs;](#)

- [Fabricated or induced illness](#);
- [Faith abuse](#);
- [Female genital mutilation \(FGM\)](#);
- [Forced marriage](#);
- [Gender-based violence/violence against women and girls \(VAWG\)](#);

- [Gang and youth violence](#)

- [Hate](#);
- [Mental health](#);
- [Missing children and adults strategy](#);
- [Private fostering](#);
- [Preventing radicalisation](#);
- [Protecting children from radicalisation](#);
- [Relationship abuse](#);
- [Sexual violence and sexual harassment between children in schools and colleges](#);
- [Sexting](#);
- [Trafficking and modern day slavery](#);

APPENDIX 2: Record Keeping and Referral Guidance

It is essential that school keeps clear records based on observation and evidence, which separate fact, allegation, hearsay, opinion or unsubstantiated evidence and which clearly indicate decisions and actions taken.

Child protection information will be kept in separate files by the designated teacher and will only be discussed with staff on a need to know basis. Staff need to know when a child is at risk and what plan has been decided by case conference, but may not need to know all the confidential details.

All records, notes and observations made by class staff as part of ongoing monitoring of children on the child protection register or causing concern, must be completed on the appropriate incident/concern form and immediately handed to the DSL.

All child protection conference minutes must be stored in the confidential files kept by the Designated Safeguarding Lead.

Initial Concerns

Initial concerns, incidents or disclosure by a child must be reported to the DSL using the incident/concern form. A copy of the form and body map in Appendix 3 should be used to record injuries/marks/bruises.

The following information must be recorded:

- time, date, place and people who were present
- exact details of what was said by the child and/or others (no interpretation or opinion)
- the child's emotional or physical condition
- details of the behaviour(s) causing concern and the context in which it occurred

Details of injuries, marks or bruises - the position of these must be marked on the appropriate body drawing and suitably annotated to provide further detail (number, length of marks, description of marks, colour of marks/bruises etc.). Other relevant details - including information about previous incidents which may not have been reported but now seem relevant

Ongoing Concerns/Monitoring

- A chronology should be maintained
- Staff in regular contact with a child may be required to keep a running record noting information about particular aspects of a child's behaviour, physical and/or emotional condition or remarks they may make - either because concerns are ongoing or as part of a child protection plan. These need to be written on yellow incident sheets and handed to the DSL. Any records passed to the DSL electronically must be password protected.

Referrals

The DSL must keep detailed, contemporaneous notes of:

- discussions with staff

- discussions with the child
- discussion with parents
- information provided to social services
- decisions taken (with times, dates and signed)

The designated teacher will confirm verbal and telephone referrals to social services in writing within 48 hours of the referral.

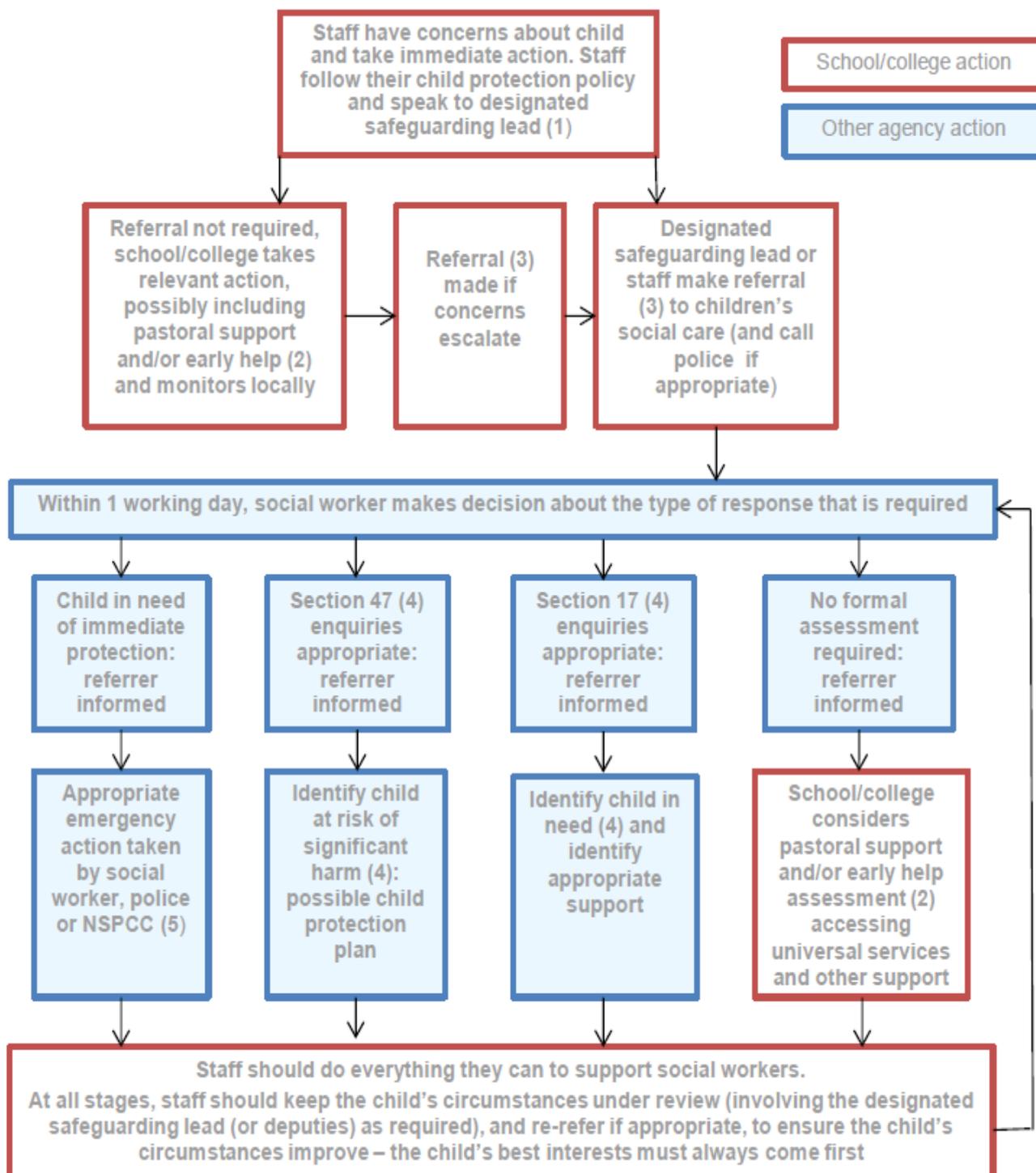
Reports for Child Protection Conferences/Core Group Meetings

Reports for child protection conferences must be written on the agreed pro-forma. They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

They should provide clear factual information. Staff should be aware that these reports will be made available to parents at the child protection conference.

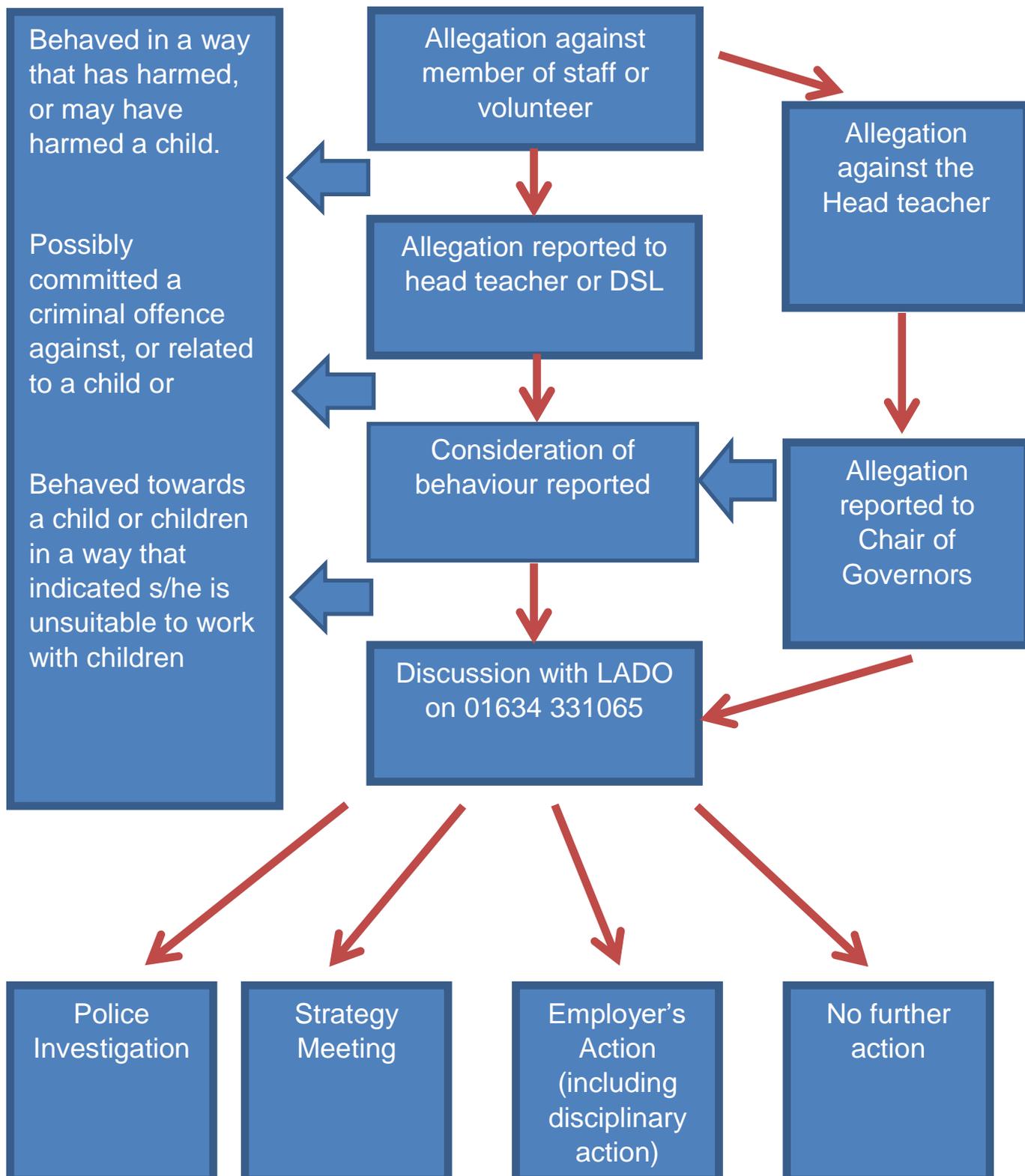
Appendix 2 continued: Reporting concerns about a child

Flow Chart for Reporting Concerns



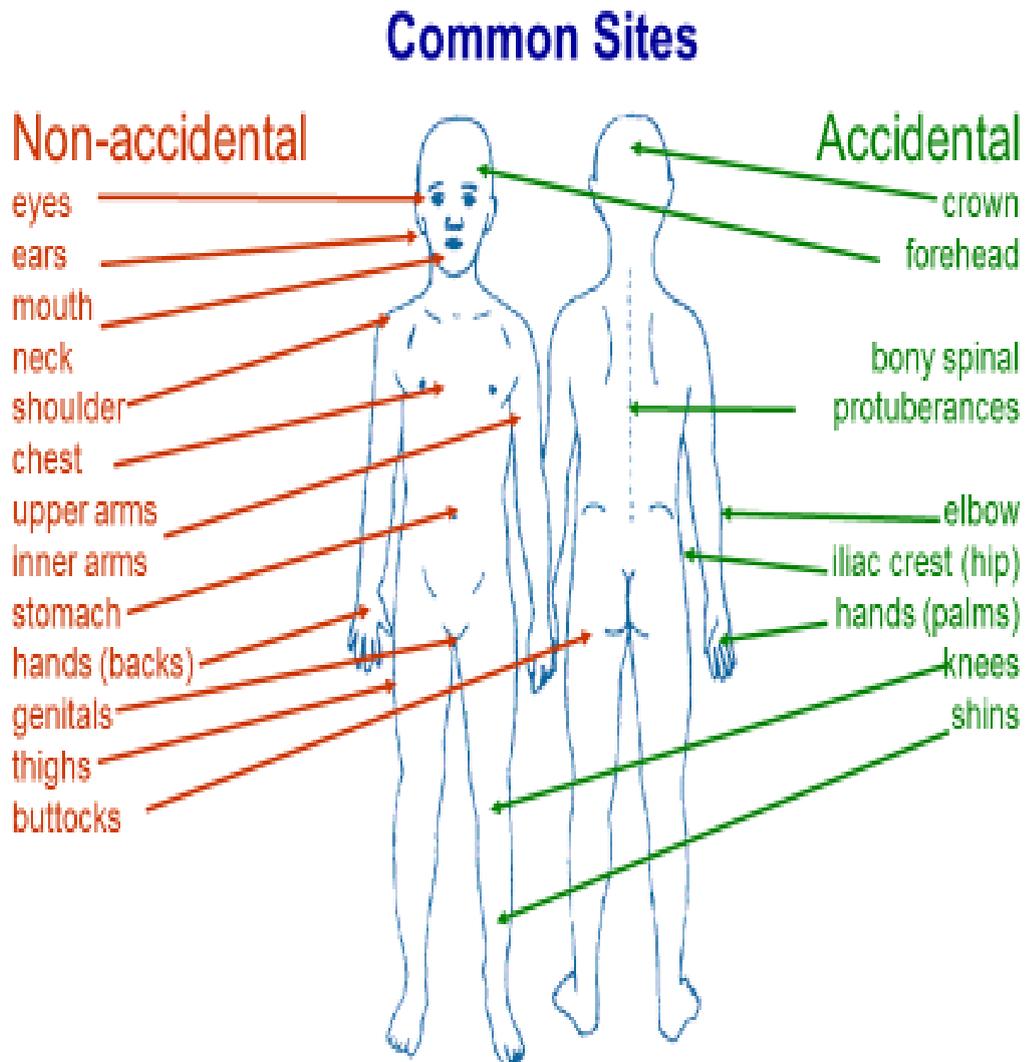
Appendix 2 continued: Reporting allegations against school staff/volunteers

Managing Allegations against Staff and Volunteers



Appendix 3

Signs and symptoms of physical injury can be indicators of abuse, however there may be other reasons they are not fail safe mechanisms. **Red indicates a possible non-accidental injury.** **Green is the more usual sites for accidental injuries.**



APPENDIX 4:

Information required for a phone consultation with CADS.

Personal Details:

- Student name, date of birth and address
- Name and contact numbers of parents/ carers
- Names of any siblings you are aware of

(All of this information is available on SIMs. It is recommended that you use a phone within reach of a computer to allow you this access).

Consent?

- Have you informed the parents/ carers that you are speaking to Children's Services?
- Consent should be gained before consultation unless you believe that a child is at risk of significant, imminent harm.

Details

- Specific details of the concern you are raising.
- Has any action been taken?

Your details

- They will want a record of your name and your position within the school.

APPENDIX 5:

All staff must read and be assisted to understand and discharge their roles and responsibilities set out in **Part one** of Keeping Children Safe in Education. Additionally Annex A provides further information which also should be read by school staff and governors.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737606/Keeping_children_safe_in_education_part_1_Sept_2018.pdf

Other useful documents include:

Guidance for safer working practice for those working with children and young people in education settings September 2015

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

Ofsted: Inspecting safeguarding in early years education and skills from September 2015.

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>