BRONTE SCHOOL & NURSERY

SAFEGUARDING AND CHILD PROTECTION POLICY

	Date	Signed
Date reviewed	Sept 2023	(Mrs. Emma Wood, Headmistress/NurseryDirector)
Date Reviewed	Sept 2023	(Mrs. Marie Pike, Nursery Manager)
Ratified by Proprietor	Sept 2023	(Mr. Nicholas Clements, Proprietor)
Date of next review	**SEPTEMBER 2024**	

THIS POLICY FORMS PART OF THE INDUCTION FOR ALL STAFF. THEY SHOULD HAVE ACCESS TO IT AND SIGN TO THE EFFECT THAT THEY HAVE READ AND UNDERSTOOD ITS CONTENTS

Bronte School Designated Safeguarding Lead	**Emma Wood**
Bronte School Deputy Designated Safeguarding Lead	**Tobias (Toby) Laubach** **Rummy Singh** **Sharon Kybert**
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SAFEGUARDING ADVISORY BOARD MEMBER: Mr Robin Lewis

This policy relates to Bronte School and Nursery.

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1. Introduction

Safeguarding and promoting the welfare of children is defined as: "*protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes*." (Keeping Children Safe in Education, September 2023).

This policy applies to all pupils attending Bronte School, including those in the EYFS. It also applies to all children at Bronte Nursery.

This policy applies where there are any child protection concerns regarding children who attend School or Nursery but may also apply to other children connected with us, for example, siblings or younger staff (under 18) or children on student/work placements.

The purpose of this policy is to inform staff, parents, contractors, volunteers and Advisory Board members about the School's and Nursery's responsibilities for safeguarding children and to enable all parties to have a clear understanding of how these responsibilities should be carried out. It applies wherever or whenever staff members are working with pupils – even where this is away from the School or Nursery, such as on educational visits.

This policy is published on the School and Nursery's website and is available to parents of current and prospective pupils from the School and Nursery's office on request. Large print or other accessible formats can also be made available.

The policy is drafted in accordance with all relevant legislation and the local and statutory guidance, including (but not limited to):

- Keeping Children Safe in Education, September 2023 (KCSIE)
- Working Together to Safeguard Children, March 2015 (WTSC) updated July 2022
- What to do if you are worried a child is being abused – advice for practitioners March 2015
- Sexual Violence and Sexual Harrassment between children in Schools and colleges, September 2021

  **The Dfe's advice on this document has been merged into Keeping Children Safe in Education (Part Five). As part of this merger, the term "child-on-child" rather than"peer-on-peer abuse" is used throughout the updated guidance.*
- Prevent Duty Guidance for England and Wales, July 2015 updated April 2021
- Disqualification Under the Childcare Act 2006, updated August 2018
- Education (Independent School Standards) Regulations, 2014
- Kent Safeguarding Children Multi-Agency Partnership (KSCMP)

- Statutory framework for the Early Years Foundation Stage, March 2017, updated September 2021
- Children Missing Education, November 2014, updated September 2016
- Strategy for dealing with safeguarding issues in charities, December 2017
- Relationships Education, Relationships & Sex Education and Health Education, June 2019, updated September 2021
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

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.

We follow the procedures of the Kent Safeguarding Children Multi-Agency Partnership (KSCMP). We are advised by the North Kent Area Safeguarding Advisor whom the DSL regularly consults on safeguarding matters. Contact details are provided in Appendix 1.

Every complaint or suspicion of abuse from within or outside the School or Nursery will be taken seriously and action will be taken in accordance with this policy.

2. Principles

Bronte School and Nursery is committed to safeguarding and promoting the welfare of all children in our care, and expects all staff, Advisory Board members and volunteers to share this commitment. To achieve this, the School and Nursery seeks to create a safe environment and a strong pastoral system. Staff are trained to listen to children's concerns, identify issues early and respond appropriately following agreed procedures. We will consider, at all times, what is in the best interest of the child.

At Bronte School and Nursery we believe that safeguarding is of paramount importance and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The School and Nursery will take all reasonable measures to:

- ensure that we practise safer recruitment in checking the suitability of the Proprietor, staff, Advisory Board members and volunteers (including staff employed by other organisations) to work with children and young people. Staff recruitment procedures are outlined in detail in our Safer Recruitment Procedures;
- ensure that, where staff from other organisations are working with our children on another site, we are confident that appropriate child protection checks and procedures apply to those members of staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members working with children;
- follow the local inter-agency procedures of the Kent Safeguarding Children Multi-Agency Partnership and contribute to inter-agency working;
- support children in need through early intervention and, where appropriate, support them in co-operation with multi-agencies who are working to the Common Assessment Framework (CAF) and as part of the Team around the Child (TAC) approach;
- be alert to signs of abuse, both in the School/Nursery and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- deal appropriately with every suspicion or complaint of abuse, including a zero tolerance approach to harassment of any nature, and support children who have been abused in accordance with their agreed child protection plan;
- design and operate procedures which promote this policy, but which, so far as possible, ensure that teachers and other staff who are innocent are not prejudiced by false allegations;
- be alert to the needs of children with physical and mental health conditions;
- remain aware that some children may require a social worker due to safeguarding or welfare needs;
- operate robust and sensible health and safety procedures;
- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- take all practicable steps to ensure that School and Nursery premises are as secure as circumstances permit; and
- have robust intimate/personal care guidance which ensures that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent.
- teach children about safeguarding issues and about how to keep themselves safe (including on-line); and

- ensure that any deficiencies in our child protection and safeguarding procedures at the School and Nursery are remedied without delay.

3. Roles and responsibilities

All staff in the School and Nursery (including the Proprietor, Advisory Board, visitors and volunteers) have clear responsibilities. Our staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

Staff at Bronte School and Nursery recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff are under a general legal duty to:

- contribute to providing a safe environment in which children can learn;
- attend appropriate safeguarding and child protection training on an annual basis or additionally as directed by the DSL's in the School and Nursery;
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be aware of indicators of the different forms of abuse and neglect;
- assist children in need and to protect children from abuse, neglect, radicalisation and extremism;
- attend appropriate training arranged by the School or Nursery for a designated member of staff, should any looked-after children join the School or Nursery;
- be familiar with policies pertaining to safeguarding and child protection procedures and follow them;
- know how to access and implement the procedures, independently if necessary;
- keep a sufficient record of any significant complaint, conversation or event;
- report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy; and
- support social services and any other agencies following any referral; and
- act in line with Teachers' Standards 2011 (updated 2021) which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;

- in regard to confidentiality and information sharing, staff will only involve those who need to be involved, such as the DSL (or a deputy) and Kent Integrated Children's Services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child;

- to ensure a safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods (new 2023);

- following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the DfE 'Searching, screening and confiscation at School' guidance. The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a child was in possession of a prohibited item. The DSL (or deputy) will then consider the circumstances of the child who has been searched to assess the incident against any potential wider safeguarding concerns. Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Children:

- Children also need to be aware of the need to report allegations or suspicions of child abuse to the DSL (or a trusted adult). Children often tell other young people, rather than staff or adults, about abuse so they need to be aware that this information should be shared with a trusted adult.

The Designated Safeguarding Lead (DSL):

- The School and Nursery has appointed a Designated Safeguarding Lead (DSL) who is a senior member of staff and member of the leadership team. The DSL takes lead responsibility for safeguarding (including on-line safety) and child protection and is the first point of contact for parents, pupils, staff and others if they have any concerns about safeguarding or child protection. The School also has three DSLs, and the Nursery has two DSLs ensuring that there is always an appropriately trained and designated person available at all times. A full description of the responsibilities of the DSL is set out in Appendix 7 of this policy but can be summarised as follows:

Raise awareness

- provide support, advice and expertise on all matters concerning safeguarding
- encourage a safeguarding culture among staff of listening to children that takes into account their wishes and feelings
- ensure this policy is known, understood and used appropriately, and reviewed at least annually

- monitor the operation of this policy and regularly review and update our child protection procedures and their implementation, working with the Advisory Board members as necessary to ensure the safety and welfare of children is embedded
- ensure that all members of staff and volunteers receive the appropriate training on child protection, keep and maintain records of this training and ensure that staff are aware of training opportunities and the latest local policies on safeguarding

Manage referrals

- advise and act promptly upon all safeguarding concerns reported to them
- refer cases of suspected abuse to the local authority children's social services and the Local Authority Designated Officer (LADO) where appropriate, support staff who make or consider making any such referrals and liaise with the local authority children's social services on behalf of the School and Nursery as required
- refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make or consider making any such referrals
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- refer cases where a crime may have been committed to the police
- keep detailed, accurate, secure written records of concerns or referrals
- where appropriate, take part in child protection conferences or reviews by the local authority
- keep the Proprietor informed of all concerns and actions, especially ongoing enquiries under the Section 47 Children's Act 1989 and police investigations
- monitor records of pupils in the School and children in the Nursery who are subject to a child protection plan, to ensure that they are maintained and updated as notifications are received
- as per guidance monitor the confidentiality and storage of records relating to child protection. Where a child leaves, ensure their child protection file is sent to the new School or Nursery as soon within the statutory timeframes, and transfer it separately from the main pupil file, ensuring secure transit and a request of confirmation of receipt is asked for.

Prevent

- understand and support the School and Nursery with regard to the requirement of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- ensure that staff inviting visiting speakers to the School and Nursery complete all necessary paperwork

Deputy Designated Safeguarding Leads (DDSL):

DDSLs are trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of children. In the event of a long-term absence of the DSL, a deputy will assume responsibility for all the activities described above. On a day-to-day basis safeguarding activities may be delegated to a DDSL but ultimate lead responsibility for safeguarding and child protection remains with the DSL.

Headmistress / Nursery Director:

The Headmistress / Nursery Director is responsible for ensuring that the procedures outlined in this Policy are followed on a day-to-day basis. To this end the Headmistress will ensure that:

- the safeguarding and child protection policy and procedures adopted by the Proprietor are implemented and followed by all staff;
- the allocation of sufficient time, training, funding, support and resources necessary to enable the DSL and DDSLs to carry out their roles effectively is given, including the assessment of children and attendance at strategy discussions and other necessary meetings;
- matters which affect child welfare are adequately risk assessed by appropriately trained individuals and for ensuring that the relevant findings are implemented, monitored and evaluated;
- well promoted, easily understood and accessible systems are in place for children to confidently report abuse, safely express their views and give feedback which operate with the best interests of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Whistleblowing Procedures;
- children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- ensure safer recruitment procedures in line with Part 3 of KCSIE, are being adhered to;
- they liaise with Local Authority Designated Officer (LADO) before taking any action and on an ongoing basis, where an allegation has been made against a member of staff or volunteer; and
- They notify the Disclosure and Barring Service and, where appropriate, the Teaching Regulatory Authority of anyone who has harmed or may pose a risk to a child.

Proprietor:

The Proprietor will facilitate a whole School and Nursery approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

The Proprietor is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty).

The Proprietor has overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of children. It is the role of the Proprietor to provide scrutiny of Safeguarding Policy and practice. The Proprietor takes seriously his responsibility to fulfil its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. To this end he ensures that:

- an effective, up to date child protection policy is in place and made available on the School's and Nursery's website;
- other policies, as prescribed Part 2 of KCSIE, are in place and operational;
- required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register;
- all staff receive safeguarding training in accordance with this Policy;
- children are taught about safeguarding, including online safety;
- Our safeguarding arrangements take into account the procedures and practice of the Kent Safeguarding Children Multi-Agency Partnership. The designated safeguarding lead and deputies should liaise with the three safeguarding partners, (Kent Local Authority , Kent Health, Kent Police) and use the National Police Chief's Council (NPCC) for guidance on when to call the police and what to expect when they do.
- we contribute to inter-agency working in line with Working together to Safeguard Children, including providing a co-ordinated offer of early help when additional needs of children are identified;
- appropriate filters and monitoring systems are in place to keep children safe online; and
- The School reports to their local authority any child who joins or leaves the School at non-standard transition times in line with statutory and local authority guidance.
- The Nursery would report to their local authority any child who leaves the Nursery if there was a welfare or safeguarding concern.

Safeguarding Advisory Board member:

The School and Nursery has appointed a nominated member for safeguarding to take a lead in relation to advice for safeguarding arrangements.

The nominated member:

- discusses safeguarding issues and provision with the DSL on a regular basis and visits the School and Nursery to review safeguarding practices regularly;
- is present in the meeting where the Annual Review of Safeguarding is presented to the Proprietor each year. The review considers: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; the contribution the School and Nursery is making to inter-agency working; and the provision for teaching pupils how to keep themselves safe.

The designated Advisory Board member for safeguarding is **Robin Lewis**. Contact details are set out in Appendix 1.

4. Key personnel

The DSL at the **School** is **Emma Wood** (Headmistress / Nursery Director). If the DSL is unavailable, the role will be carried out by one of the three Deputy DSLs**, Toby Laubach** (Deputy Head), **Rummy Singh** (Year 4 teacher/Head of Upper School) or **Sharon Kybert** (Reception teacher/Head of Lower School). The DSL or Deputy DSLs are always available during the School's hours to discuss safeguarding concerns with staff, either in person or via telephone or email.

Outside School hours and during out of term activities, a designated member of the SLT may assume temporary responsibility if necessary.

Sharon Kybert oversees safeguarding within the EYFS.

Contact details for all the above are contained in Appendix 1.

The DSL at the **Nursery** is **Marie Pike** (Nursery Manager). If the DSL is unavailable, the role will be carried out by one of the Deputy DSLs**, Gemma Bradbrook (Office Manager)** and **Lindsey Snell (Purple Room Leader).** The DSL or Deputy DSLs are always available during the working day to discuss safeguarding concerns with staff, either in person or via telephone or email.

Contact details for all the above are contained in Appendix 1

5. Staff training

Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse and neglect are concerned. Please see our separate School and Nursery Induction Guidelines for a comprehensive overview of our guidance.

All staff and volunteers involved in regulated activity, will undertake appropriate child protection training which, in line with statutory requirement, is updated regularly. In addition, all staff will receive safeguarding updates delivered through a combination of INSET, e-bulletin updates, and the completion of relevant EduCare courses on a regular basis and at least annually. Safeguarding training is coordinated by the DSL and includes online safety and Prevent training where appropriate. KCSIE Annex D contains additional information to support keeping children safe online when remote learning is taking place.

All staff receive updated copies of our policies referred to above and are required to confirm that they have read and understood them. In addition, Part 1 and, where appropriate, Annex B of KCSIE are reissued to staff whenever this statutory guidance is updated by the DfE. Staff training provides an opportunity to check and consolidate their understanding of the policies. Staff can also access the policies and further reading on Google Drive.

The School and Nursery continually assesses the appropriate focus for staff training so that it can respond to specific safeguarding concerns such as mental health, online safety, radicalisation, child sexual exploitation, sexual violence and harassment, domestic abuse and female genital mutilation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL and following the procedures of this policy. All staff must manage a report of child on child abuse, sexual violence or harassment as per Part 1 of KCSIE. A key consideration includes staff not viewing or forwarding illegal images of a child where the report includes an online element.

The DSL and Deputy DSLs undertake training that is in accordance with locally-agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training includes Prevent awareness training and will be updated every two years. Additional specialist training will be provided to those who have specific responsibility for safeguarding in the EYFS or for Looked After Children. They also refresh their knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:

- keep abreast of best practice for promoting a culture of listening to children;
- remain up to date on the mechanics of inter-agency working as operated by the KSCMP

- understand the assessment process for providing early help and intervention, for example through locally-agreed common and shared assessment processes such as early help assessments;
- have an up-to-date working knowledge of how local authorities conduct a child protection case conference so they can contribute to these effectively when required to do so;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand and support the School and Nursery with regard to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation; and
- be able to keep proper written records of concerns and referrals.

The Proprietor receives training at least on a three-yearly basis to ensure he has the knowledge necessary to discharge their collective responsibility to exercise appropriate oversight over the School and Nursery's safeguarding policies and procedures.

6. Hierarchy of intervention

KSCMP publishes guidance that all agencies, professionals and volunteers in the area can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in relation to a continuum of need (Kent Inter-Agency Threshold Criteria for Children in Need), ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static and they may experience different needs – at different points on the continuum – throughout their childhood years.

Within the continuum, there are four levels of intervention:

Level 1: Children with no additional needs

These are children all of whose health and developmental needs will be met by universal services such as housing, mainstream education, primary health care, community resources alone. Children and young people at this level are achieving expected outcomes. There are no identified unmet needs or the need is at a low level and can be met by the universal services or with some limited additional advice or guidance. Children, young people, parents and carers can access these services directly.

Level 2: Children requiring early help

These are children whose needs are not clear, not known or not being met. They may be vulnerable and showing early signs of abuse and/or neglect. Children and young people at this level are in need of coordinated early help and support from services.

Level 3: Children in need

These are children with high-level additional unmet needs. They are unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly of further impaired, without the provision of services.

Level 4: Children at risk

These are children who are suffering or are likely to suffer significant harm. This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes.

7. Early help

The School and Nursery recognises the importance of providing early help to children to provide support for a problem as soon as it arises, to prevent it from escalating. We recognise that young people may face many challenges that put them in need of support and ensure that staff are aware of them. These include: stress, peer pressure, body image concerns, anxiety and relationship issues.

Children are encouraged to raise concerns as soon as they are identified, either to their class teacher, key worker or directly to the Designated Safeguarding Lead, so that effective early support can be provided.

If staff believe that a child could benefit from early help, they should discuss the matter with the DSL who will, taking into account KSCMP threshold criteria, consider what action should be taken.

If early help is provided, the situation will be monitored carefully and a referral to children's social services made if the pupil's situation does not appear to be improving.

The School and Nursery has various mechanisms to help identify emerging problems, including a thorough child recruitment process, the pastoral system, regular child progress meetings and collation of information on Pen Pictures, the PSHE programme and various policies, such as Anti-Bullying (including Cyber-bullying), Online Safety and Prevent. Training in Mental Health awareness (via EduCare) also prepares staff to identify children who might benefit from early help.

The School and Nursery recognises the increased vulnerability of young people to whom any or all of the following apply:

- They are disabled or have special educational needs.
- They do not have English as a first language.
- They are living away from home for the first time.
- They are looked after children.
- They are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

- They are misusing drugs or alcohol themselves.
- They are at risk of modern slavery, trafficking or exploitation.
- They are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- They are at risk of being radicalised or exploited;
- They are acting as a young carer.
- They are showing early signs of abuse or neglect.
- They may be subject to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation or sexual identity.

Such children may be more likely to need early help. Also, recognising abuse or neglect may be more difficult for these children for many reasons, including:

- assumptions that indicators of possible abuse such as behaviour, mood or injury relate to a pupil's disability without further exploration;
- that children with special educational needs or disabilities can be disproportionately impacted by bullying without outwardly showing any signs;
- communication barriers and difficulties overcoming these barriers; and
- a disabled child's understanding of abuse.

(8) What to look out for and when to be concerned

All staff should be aware of the types and signs of abuse and neglect so that they are able to identify children who may be in need of help or protection. If staff are unsure, they should always speak to the DSL.

Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Staff are also aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff should be aware of the four main categories of child abuse which are commonly identified:

- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not

giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or 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.

Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

Other forms of abuse which staff should be aware of (this list is not exhaustive):

- Child on child abuse
- Children missing from education
- Child sexual exploitation (CSE)
- Children who are Lesbian, Gay, Bi, or Trans (not an exhaustive list) (LGBT+)
- Child criminal exploitation (county lines)

- Domestic abuse
- So called Honour-Based Abuse (HBA) and Female Genital Mutilation (FGM)
- Forced marriage
- Mental health
- Radicalisation
- Sexual violence and harassment (including upskirting)

These are defined more fully in *Appendix 2* and further information is contained in Part 1 and Annex B of KCSIE.

Specific safeguarding issues are also listed in Annex B of KCSIE including child abduction and community safety incidents, children and the court system, children with family members in prison, modern slavery and the National Referral Mechanism, cybercrime and homelessness.

9. Signs of abuse

Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):

- the child discloses that he or she has been abused, or asks a question which gives rise to that inference
- a child's injury cannot be reasonably or consistently explained, or is unusual in type or location
- a pattern or frequency of injuries is emerging
- the child engages in extreme or challenging behaviour or there is a sudden change in the child's behaviour
- the child asks to drop subjects with a particular teacher and seems reluctant to discuss reasons
- the child appears neglected (e.g. dirty, hungry, inadequately clothed)
- the child appears reluctant to return home or has been openly rejected by parents or guardians
- the child's development is delayed in terms of emotional progress
- the child withdraws emotionally – showing a lack of trust in adults
- the child shies away from being touched or flinches at sudden movements
- the child loses or gains weight

Further guidance is provided in Appendix 3. Other sources of information on the signs of abuse include: Kent Safeguarding Children website; the DfE advice note What to do if you're worried a child is being abused (2015); and the NSPCC website.

10. Listening to pupils and record keeping

The School and Nursery provides a range of opportunities for children to be listened to, including: worry boxes in classrooms, Listening Ear interventions, Pupil Parliament meetings, pupil voice questionnaires, buddy and mentoring systems, Play Leadership training, whole School event days (eg. Anti-Bullying week), visits from professional organisations (NSPCC), and circle/discussion times within PSHE lessons. In the Nursery the Key Person approach ensures that children feel safe and secure. Contact details for Childline are posted around School and information from The Office of the Children's Commissioner is available here if required.

If a child discloses that he or she has been abused or neglected in some way, the member of staff should:

- immediately stop any other activity to listen;
- listen carefully to the pupil and keep an open mind - do not interrupt the child or be afraid of silences, reflect back the concern;
- use the child's language;
- be non-judgmental;
- ensure the conversation happens in a open and safe location (if appropriate let a member of staff know the location and time of your conversation);
- avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example who, what, where, when or Tell, Explain, Describe (TED);
- not make any attempt to investigate the incident themselves or make a decision as to whether or not the child has been abused;
- reassure the child that they are being taken seriously and that they will be supported and kept safe, but never promise not to tell anyone. Instead, explain who has to be told to ensure that proper action is taken in accordance with this policy;
- discuss the conversation with the DSL as soon as possible and take no further action unless instructed to do so by the DSL or the Headmistress / Director / Nursery Manager;
- only share information on a need-to-know basis; and
- make a full written record of the conversation as set out below.

Staff must record in writing all concerns, discussions and decisions made about a child as soon as possible on the safeguarding "green form" (See Appendix 6). The recording must be

a clear, precise and factual account of the conversation or observations. Where a child has made a disclosure, the record must include details of:

- its date, time and place
- what was said and done by whom and in whose presence
- any noticeable non-verbal behaviour or words used by the child.

The record should be signed by the person making it, using names, not initials. Any other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff or volunteer.

All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.

11. Procedure to be followed by staff if they have concerns about a child's welfare

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School/Nursery and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Bronte School and Nursery will follow multi-agency practice principles in relation to child exploitation. Children's social care assessments must consider such factors so it is important to provide as much information as possible as part of the referral process.

If a member of staff has concerns about a child's welfare, they must inform the DSL as soon as possible, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section *Allegations against members of staff and volunteers* (below) should be followed.

All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

When a child is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made by the DSL to Children's Social Care. Parental consent for referrals of this type is not required in these circumstances. However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge.

If a child is in **immediate danger** or is at **risk of harm**, a referral should be made to children's social services and/or the police **immediately**. Safeguarding is everyone's responsibility and anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.

If a member of staff discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the staff member **must** report this to the police. Unless they have a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Annex B of KCSIE and 'Guidance for Schools' information.)

The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism.

Parents can report to the DSL on the welfare of any pupil in the School or child in the Nursery, whether their own child or not. If preferred, parents may discuss concerns in private with the pupil's teacher/key worker or other member of staff, who will notify the DSL.

Any member of staff may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

12. Duties of the DSL on being notified of a concern about a child's welfare

When the DSL is notified of any concerns about a pupil's welfare, he or she will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children's social services.

Factors that the DSL should bear in mind when making their decision include:

- the best interests of the child
- the nature and seriousness of the complaint
- contextual factors
- the referral threshold set by the Kent Safeguarding Children Multi-Agency Partnership
- the child's wishes or feelings
- the inter-agency procedures of the Kent Safeguarding Children Multi-Agency Partnership
- where relevant, local information sharing protocols relating to Channel referrals.

- being aware under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).

If the DSL decides not to make a referral, but to support the pupil with early help, the DSL will keep the situation under review and consider a later referral to children's social services if the pupil's situation does not appear to be improving.

13. Making a referral to children's social services

If a child is NOT in immediate danger or at risk of suffering harm but is in need of additional support from one or more agencies, the DSL will make a referral to children's social services in the Local Authority in which the child lives.

If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL should contact children's social services again.

If the DSL is not sure whether a referral should be made, he/she will consult with children's social services on a no-names basis. However, if at any stage sufficient concern exists that a pupil may be at risk of harm or in immediate danger, a referral to children's social services and/or the police will be made immediately.

If the referral is made by a member of staff other than the DSL, the DSL should be informed as soon as possible that a referral has been made.

The School and Nursery is not required to obtain parental consent prior to a referral being made to statutory agencies.

If, after a referral, the child's situation does not appear to be improving, the DSL should contact children's social services again to follow the matter up and ensure that their concerns are addressed and the pupil's situation improves.

Where relevant, the School and Nursery will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School and Nursery will respond to requests for information from the police promptly and in any event within five to ten working days.

Where a child and family would benefit from coordinated support from one or more agencies (for example: education, health, housing, police) there should be an inter-agency early help assessment and procedures will be put in place by children's services to arrange this. The School and Nursery will coordinate with the local agencies involved.

The School and Nursery will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

14. Informing parents

Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer, children's social services, the police and/or the Headmistress before discussing details with parents.

For Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

When the School and Nursery decides to refer a particular complaint of abuse to social services or the police, the parents/guardian and pupil will be informed in writing of their right to make their own complaint or referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.

For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

15. Allegations about members of staff and volunteers or on School or Nursery Premises

*Managing Allegations Against Staff Procedures i*s a comprehensive guide about how allegations are dealt with and available in *Policies Joint.*

Lower-level concerns

The Department of Education (DFE) includes guidance on low level concerns within the latest KCSIE document. Please refer to the *Managing Allegations Against Staff Procedures* for guidance and actions to be taken.

Organisations or Individuals using our premises

We may receive an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

16. Arrangements for dealing with child-on-child abuse and allegations

Most instances of children causing harm to each other will be dealt with under the School's Anti-bullying and Behaviour guidance. However, all staff should be aware that safeguarding concerns can arise as a result of conduct by a child towards another (sometimes referred to as child-on-child abuse). The School recognises that even if there are no reported cases, child-on-child abuse may be taking place but is not being reported.

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE 2023 (in particular, part two and five). We recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.

Other examples of children's conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying, prejudiced-based and discriminatory bullying)
- physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence
- sexual harassment
- youth produced sexual imagery (sexting). The making, sending and receiving of explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography) or sharing of other explicit images has the potential to harm others. The School and Nursery is aware of such personal online behaviour which increases the likelihood of, or causes harm, as listed within KCSIE. If staff have inadvertently viewed imagery, this will be immediately reported to the DSL.
- initiation/hazing types violence and rituals
- Upskirting. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- downblousing is the act of taking a photograph down a person's top without her consent.
- abuse in intimate personal relationships between peers.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Child-on-child abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

Children with Special Educational Needs or Disabilities are particularly vulnerable to child-on-child abuse. This policy recognises that other additional barriers can exist for this group of children, for example (not an exhaustive list) communication barriers, peer group isolation, assumption that indicators relate to a child's condition or a lack of outward signs.

Sexual violence and sexual harassment can occur between children of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, pupils with SEND, and LGBT pupils are more likely to be victims of these types of abuse. Sexual violence includes acts such as sexual assault, assault by penetration, and rape. A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act.

Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline. Sexual harassment can take a wide variety of forms:

- Sexual comments e.g. making lewd comments or sexualised remarks about a person's clothes or appearance, using sexualised names etc
- Physical behaviour e.g. deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts etc), displaying pictures, drawings or photos of a sexual nature
- Online harassment e.g. non-consensual sharing of images and videos, unwanted sexualised comments and messages

Bronte School and Nursery has an important role in developing childrens understanding of what constitutes child-on-child abuse and instilling behavioural norms that minimise the risk of it taking place. With this in mind, staff should be aware of the importance of:

- at the School - enforcing the four Rights and Responsibilities which are explicit about the high standards of behaviour and courtesy the School expects
- at the Nursery - ensuring all children are guided to behave appropriately and their actions are explained to them, leading to greater self-regulation
- implementing in a consistent way all policies
- being clear that sexual violence or sexual harassment is abusive behaviour and never acceptable. It will never be tolerated or dismissed as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
- implementing the School's Anti-Bullying Strategy

Other strategies in place to prevent the occurrence of child-on-child abuse include:

- providing developmentally appropriate PHSE lessons and learning opportunities which develop children's understanding of acceptable behaviour. Themes covered in these lessons at the School that are particularly relevant to child-on-child abuse include: consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships
- having systems in place to for any children to confidently raise concerns with staff, knowing that they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe for those children identified as being potentially vulnerable, alongside a possible 'Welfare Risk Assessment'
- having robust supervision arrangements where lunchtime supervisors are supported by full time members of staff, a rota of duties includes regular 'drop ins' by the Deputy Head /Headmistress / Director / Nursery Manager, and the Blue Band system is used at lunchtime when children leave the playground. At School, Playleaders provide extra support at lunchtime with Kindergarten and Reception children in the garden and Years 1 to 6 on the main playground. At the Nursery, children are supervised carefully, complying to all current regulations. If an allegation of child-on-child abuse has been made the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria, the case will be referred to the local authority using the procedures set out in this policy. The School and Nursery will take advice from children's social services on when and how to inform the child about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all children involved including those accused of abuse. Details of child on child sexual violence and sexual harassment are contained in KCSIE.

A child against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the School's Behaviour Policy will apply.

If it proves necessary for a child to be interviewed by the police in relation to allegations of abuse, the School and Nursery will ensure that, subject to the advice of children's social services, parents are informed as soon as possible and that an appropriate adult supports the child during the interview. If a child's parents are abroad, the children's education guardian will be asked to support the child and to accommodate him or her if they have been suspended.

Both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. The DSL as part of these procedures may complete a Welfare Risk Assessment which will consider the needs of all those involved (victim, perpetrator and other pupils at the School/ children at the Nursery) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment appropriate weight will be given to: the wishes of the victim; the nature of

the alleged incident; the ages of those involved; whether the incident was an isolated one or part of a pattern; any power imbalance between the victim and perpetrator; any ongoing risks to the victim and other pupils; and any relevant contextual factors. Children's social services will independently assess the situation and any report produced by them will be used to inform and update the Schools and Nurseries own risk assessments.

17. Other safeguarding arrangements

Teaching pupils to keep themselves safe

The School and Nursery is committed to educating children about how to stay safe, based on a wide view of what may happen to children, not only in School and Nursery but also in the wider world. These are explored in a variety of contexts, (where age appropriate) including Relationships Education, Relationships and Sex Education and Health Education lessons delivered by the School nurse, assemblies, academic and PSHE lessons. Issues covered include online safety (cyber-bullying and sexting), radicalisation, grooming, child sexual exploitation, healthy relationships, mental health, substance misuse and bullying. Children are also taught how to identify risks and how to modify their behaviour to mitigate these risks. Staff are aware of the ongoing need to promote fundamental British values as a means of building resilience to the risks of radicalisation. Displays reinforce the four key themes of Individual Liberty, Democracy, Respect and Tolerance of faiths and the Rule of Law and are discussed by each class within the curriculum. In the Nursery children are taught about mutual respect and tolerance.

The safe use of technology is a focus in all areas of the curriculum and key ICT safety measures are routinely reinforced in lessons and assemblies. The School and Nursery has Acceptable Use of IT Guidelines (Appendix 1 to the Online Safety Policy). It manages access to the internet on the School and Nursery's Wi-Fi through the use of filters and monitoring systems to ensure IT is being used in a safe and appropriate manner.

Mobile phones and cameras

Please refer to our *Use of Cameras and Images Guidelines*, they seek to ensure that images and videos taken within and by Bronte School and Nursery are taken and held legally and the required thought is given to safeguarding all members of the community.

Risk assessment

The School and Nursery recognises that the evaluation of risks and putting in place measures to mitigate those risks contributes to promoting the welfare and protection of pupils. Risk assessments may pertain to the whole School and Nursery, to specific curricular or extracurricular activities that have hazards associated with them, or to individual children or

staff. The procedures for conducting, recording and monitoring risk assessments are set out in full in the School and Nursery's Risk Assessment Policy.

Safer recruitment

All prospective members of staff undergo DBS checks and will also be subject to the other checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE. At least one member of any staff recruitment panel will have had Safer Recruitment training. The School and Nursery's separate Safer Recruitment Procedures contain further details about how the process of staff recruitment is conducted.

Children missing education procedures

All staff are aware that children being absent from education for prolonged periods and/or on repeat occasions, is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage (not an exhaustive list). The School and Nursery has clear procedures in place for following up on unexplained absences and, where necessary, reporting to the local authority pupils who are missing from School for more than 10 School days (continuous) and the School is unaware of the child's whereabouts and unable to contact the parents. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. See the School's *Child Missing Education* and *Attendance & Absence Guidelines & Procedures (Including EYFS)* for more detail about our procedures around attendance and children missing education.

A robust response to children missing from education will support the identification of such abuse and may help prevent the risk of children going missing in the future.

We hold more than one emergency contact number for each child so we have additional options to make contact with a responsible adult if a child missing education is also identified as being a welfare and/or safeguarding concern.

Further information and support, includes:

- Guidance on school attendance 'Working together to improve school attendance' including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: 'Children Missing Education'.

- General information and advice for schools and colleges can be found in the Government's 'Missing Children and Adults Strategy'.

Bronte School has a legal duty to inform the Local Authority if a pupil is to be removed from the roll at a non-standard transition point; i.e., where a compulsory School-aged child leaves the School before completing the School's final year. When this notification is made the following information has to be provided by the School: full name of the pupil; name, address and telephone number of the parent the pupil lives with; details of any new address for the child and parent; the name of the pupil's destination School and expected start date; and the reason why the pupil is leaving the School.

The School is also legally required to notify the Local Authority within five days of adding a pupil's name to the admissions register at a non-standard transition point. The notification includes all the details contained in the admissions register for the new pupil; specifically, their full name; sex; name and address known to be a parent of the pupil (and an indication of which parent the pupil normally lives with and which parents hold parental responsibility); address of new or additional places of residence; at least one contact telephone numbers at which the parent can be contacted in an emergency*; date of birth; name and address of last School attended (if any); and details of whether they are a boarder or a day pupil.

**Note: In line with KCSIE, it is the School's policy to hold a minimum of two emergency contact numbers for each pupil.*

The Prevent Duty

All Schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. There are four specific elements to Bronte School and Nursery's approach to meeting the statutory requirements imposed by the Prevent duty. In summary these are:

- Risk assessment – working with the Local Authority, who provide contextual information about the area, the School assesses the risk of pupils being drawn into terrorism, including extremist ideologies
- Working in partnership – liaising closely with the KCSMP to ensure pupils requiring support are referred at a suitably early stage
- Staff training – enabling staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas
- IT policies – to provide guidance to pupils as to how to stay safe online (see Acceptable Use Guidelines) and set out the filtering and monitoring mechanisms in place.

Visiting speakers at Bronte School

Any pupil or member of staff who wishes to invite a speaker to address pupils must provide details of the individual to the SLT in order that they may carry out a vetting procedure. The event organiser or, if the organiser is a pupil, a member of the SLT, will undertake a search via the internet to research the background of the individual and consider taking up references from other Schools at which they have spoken at in the past. The event organiser should also consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event will not be allowed to proceed.

It is not necessary to undertake a DBS check on every speaker. In cases where specific vetting checks are not prescribed by KCSIE, the visiting speaker will be accompanied at all times by a member of staff to ensure there is no unsupervised access to pupils. However, if a DBS check is deemed necessary, the appropriate details will be recorded on the School's SCR.

Confidentiality and information sharing

The School and Nursery will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School and Nursery will co-operate with police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations.

The Proprietor and Advisory Board will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Where a pupil who is subject to a child protection plan is moving to another School or setting, the DSL will ensure their child protection file is securely transferred to the new School or setting; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This file will be transferred separately from the main pupil file to the DSL at the new School and confirmation of safe receipt will be asked for. The DSL should also consider if it would be appropriate to share any information with a new School or setting in advance of a child leaving. For example, information that would allow the new School or setting to continue supporting victims of abuse and have support in place for when the child arrives. Where a pupil joins the School and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the, and if so, if the files have been sent.

Where allegations have been made against staff, the School and Nursery will, with regard to Part Four of KCSIE, consult with the LADO and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom.

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Information that is relevant to safeguarding is regarded as 'special category personal data' and as such can be shared securely on a need-to-know basis. Further non-statutory guidance Information Sharing was published by the Government In 2015 and updated in July 2018. See Appendix 5.

Whistleblowing

All staff are required to report to the Headmistress/Nursery Director any concerns about:

- poor or unsafe safeguarding practices at the School or Nursery;
- potential failures by the School, Nursery or its staff to properly safeguard the welfare of pupils; or
- other wrongdoing in the workplace that does not involve the safeguarding and welfare of pupils.

If the member of staff feels unable to raise their concern with the Headmistress/Nursery Director (or a member of SLT) or if they believe any concern has not been dealt with, they should contact the Proprietor or a member of the Advisory Board. The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally (see Appendix 1 for contact details). Any member of staff can whistleblow without fear of detriment (retribution or disciplinary action) provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence.

School and Nursery premises, security and visitors

- We will take all practicable steps to ensure that our premises are as secure as circumstances permit through the use of CCTV and alarms.
- A Visitors' Book is kept in the School and Nursery office and all visitors must sign in on arrival and sign out on departure and are escorted whilst on our premises by a member of staff. All visitors will be given a name badge with the title 'Visitor', which must be clearly displayed and worn at all times whilst on the premises.

- A Risk Assessment for visitors to School and Nursery is completed by the inviting staff member (for example Assembly participation), with relevant checks decided by the Headmistress / Director / Nursery Manager.

Use of school premises for non-school/nursery activities

Safeguarding, and promoting the welfare of children, is everyone's responsibility. With this in mind, it is the responsibility of the School and Nursery to ensure that if others use the premises, they have appropriate arrangements in place to keep children safe. We would follow the government guidance on 'Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings' (April 2022). Bronte School and Nursery would seek assurances and check that appropriate safeguarding and child protection policies are in place.

Monitoring this Policy

- Child protection incidents may be followed by a review of the safeguarding procedure and practices, and may be outlined in the Annual Safeguarding Report to the Proprietor (shared with the Advisory Board). Where an incident involves a member of staff, the LADO may be asked to assist in this review, if deemed appropriate, to determine whether any improvements can be made to the School or Nursery's procedures.
- The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Senior Leadership Team meetings. In addition, the DSL will present an Annual Report to the Proprietor.
- As part of the Annual Report, the Proprietor will undertake an annual review of the policy and implementation of its procedures including good co-operation with local agencies and of the efficiency with which the related duties have been discharged. He will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding.
- Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

Other relevant policies

The following policies should be read in conjunction with this policy:

- Anti-Bullying Strategy
- Children Missing Education
- Health and Safety Policy
- Off site Visits / School Journeys Procedures
- Safer Recruitment Procedures

- Staff Code of Conduct
- Behaviour Policy
- Online Safety (including ICT acceptable Use Guidelines)
- Whistleblowing Procedures
- Pupil Supervision Guidance

Appendix 1: Contact details

School

Position	**Name**	**Phone**	**e-mail**
Designated safeguarding lead (DSL)	Emma Wood (Headmistress)	01474 533805	emma.wood@bronteschool.co.uk
Deputy DSL (responsibility for EYFS)	Sharon Kybert	As above	sharon.kybert@bronteschool.co.uk
Deputy DSL	Toby Laubach (Deputy Head)	As above	toby.laubach@bronteschool.co.uk
Proprietor	Nicholas Clements	As above	nicholas.clements@bronteschool.co.uk
Nominated safeguarding Advisory Board member	Robin Lewis	As above	lewisergos@gmail.com

Nursery

DSL	Marie Pike	01474 355106	marie.pike@brontenursery.co.uk
DDSL	Gemma Bradbrook	As above	gemma.bradbrook@brontenursery.co.uk
DDSL	Lindsey Snell	As above	lindsey.snell@brontenursery.co.uk

Local Authority children's social services numbers

Name	**Phone**	**Out of hours phone**	
Integrated Front Door	03000 411111	03000 419191	

Safeguarding and Child Protection Training, Consultation and Advice:

Title	Name	Phone	e-mail
Area Safeguarding Advisor (Education)	Ian watts	03000 418794	ian.watts@theeducationpeople.org
Training & development manager (Interim)	Rebecca Avery	03000 418707	rebecca.avery@theeducationpeople.org

Allegations against staff

Title	Name	Phone	e-mail
Local authority's designated officer (LADO)	Member of team on duty	03000 410888	kentchildrenslado@kent.gov.uk

Extremism

Title	Name	Phone	e-mail
Prevent Education Officer (South/East)	Jill Allen	03000 413565	jill.allen@kent.gov.uk
DfE non-emergency advice	Telephone helpline and mailbox	0207 340 7264	counter-extremism@education.gsi.gov.uk
Police	Non-emergency number	101	

Female genital mutilation (FGM)

Title	Name	Phone	e-mail
LSCP Lead for FGM	None named	020 7641 1610	

Police	Non-emergency number	101	

Other useful contact details

Name	**Phone**
Childline	0800 1111
NSPCC	0808 800 5000
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
Child exploitation Online Prevent (CEOP)	0870 000 3344

Useful Websites

NSPCC 'Report Abuse in Education' Helpline

- help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for SEND

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk
- SEND Code of Practice: SEND code of practice: 0 to 25 years - GOV.UK
- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Kent Resilience Hub

- https://kentresiliencehub.org.uk/

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

So called Honour Based Abuse

- Karma Nirvana: https://karmanirvana.org.uk
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!?: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk

Appendix 2: Other types of abuse/risk factors

- **Children missing from education:** all children of compulsory School age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child going missing from education is a potential indicator of abuse or neglect, including possible sexual abuse, sexual exploitation or radicalisation. The School will report to the Local Authority instances of prolonged unauthorised absence or a pupil being removed from the School roll under the circumstances outlined in KCSIE. In cases where a pupil has a prolonged period of authorised absence for a reason such as long-term illness, the School will be proactive in providing support to both the parents and the pupil. Children in Nursery will be closely monitored and any concerning patterns in attendance acted upon.

- **Child criminal exploitation**: CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim need or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears to be consensual. CCE does not always involve physical contact ; it can also occur through the use of technology. It can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

  Some of the following can be indicators of CCE:

  • children who appear with unexplained gifts or new possessions;

  • children who associate with other young people involved in exploitation;

  • children who suffer from changes in emotional well-being;

  • children who misuse drugs and alcohol;

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

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

- **Children who are Lesbian, Gay, Bi, or Trans (not an exhaustive list) (LGBT):** The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, however, we recognise that children who are LGBT or are perceived as such by other children to be LGBT (whether they are or not) can be targeted by other children or others within the wider community. Staff should recognise risks can be compounded where children who are LGBT or perceived as such lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

- **County lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including Schools, further and higher educational institutions, pupil referral units, special educational needs Schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines

network. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

- **Cyber Crime:** We recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime. If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection and other appropriate policies.

- **Domestic Abuse:** Bronte School and Nursery recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn. We are an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy

- **Forced marriage:** 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.

- **Honour-Based Abuse.** So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or

community, including FGM, forced marriage and practices such as breast ironing. All forms of HBA are abuse (regardless of the motivation) and illegal in the UK and should be handled and escalated as such. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.

- **Female Genital Mutilation (FGM).** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

  All staff must be aware of the law requiring teachers to report cases to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. The duty to report resides with the teacher who becomes aware of the case, not the DSL, although the DSL should be informed unless the teacher has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.

- **Mental Health**: Only trained professionals will attempt to diagnose such a problem. The Government's 'Mental health and behaviour in Schools' (November 2018) is available for further guidance. All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, attendance and education. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

- **Radicalisation, extremism and terrorism: '**Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for

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

There are various reasons why a young person might become susceptible to extremism:

- a search for answers to questions about identity, faith and belonging
- a desire for 'adventure' and excitement
- a desire to enhance self-esteem of the individual and promote 'street cred'
- the discovery of and identification with a charismatic individual and, through them, attraction to a group which can offer identity, social network and support
- a sense of grievance that can be triggered by personal experiences of racism or discrimination

The School and Nursery has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools and Nurseries should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL. On the basis of this information the DSL may conclude that a referral to the Channel Programme is appropriate. The Channel programme is run in every local authority and addresses all kinds of extremism including the extreme-right and Islamist-related. The support provided could include assistance with education or employment, and ideological mentoring to provide vulnerable individuals with skills to protect themselves from being drawn into extremism. An individual's engagement with the programme is entirely voluntary at all stages. An individual will be required to provide their consent before any support delivered through the programme is provided.

- **Youth produced sexual imagery:** While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images. both in terms of the law

(Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child's well-being if images are shared more widely than they originally intended.

Creating and sharing sexual photos and videos of under-18s is illegal. The DSL should be notified as soon as possible if an incident comes to light in which a pupil under the age of 18:

- has created and shared sexual imagery of themselves with a peer under the age of 18;
- has shared sexual imagery created by another person under the age of 18 with another person; or
- is in possession of sexual imagery created by another person under the age of 18.

Staff **must not** ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. You should not view youth-produced sexual imagery unless there is good and clear reason to do so. Along with our own Safeguarding and Child Protection Policy, the School will follow the advice given in *Sexting in Schools and colleges: Responding to incidents and safeguarding young people*, 2016.

A decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the School's pastoral support and disciplinary framework and, if appropriate, local network of support.

Appendix 3: Further information on possible signs of abuse

Physical abuse

Physical signs	Behavioural signs
Unexplained bruises and welts on the face, throat, arms buttocks thighs or lower back in unusual patterns or shapes which suggests the use of an instrument Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks Scald marks –immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks which may suggest hot water has been thrown over a child Human bite marks Broken bones	Behavioural extremes (withdrawal, aggression or depression) Unbelievable or inconsistent explanations of injuries Fear of parents being contacted Flinching when approached or touched Truancy or running away from home

Emotional abuse

Physical signs	Behavioural signs
Eating disorders, including obesity or anorexia Speech disorders (stammering) Nervous disorders (rashes, hives, facial tics, stomach aches)	Fear of parent being approached Fear of making mistakes Developmental delay in terms of emotional progress Cruel behaviour towards children, adults or animals Self-harm Behavioural extremes, such as overly compliant-demanding, withdrawn-aggressive, listless-excitable

Sexual abuse

Physical signs	Behavioural signs
Torn, stained or bloody underclothes Pain or itching in genital area Bruises or bleeding near genital area or anus Sexually transmitted infections Pregnancy	Self-harm Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level Sudden or unexplained changes in behaviour

Discomfort when walking or sitting down	Avoidance of undressing or wearing extra layers of clothing Truancy Regressive behaviours (bed-wetting or fear of dark)

Neglect

Physical signs	**Behavioural signs**
Height and weight significantly blow age level Poor hygiene (lice, body odour etc) Inappropriate clothing for weather conditions Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites) Constant hunger, sometimes stealing food from others	Erratic attendance at School Chronic hunger or tiredness Having few friends Assuming adult responsibilities

Child sexual exploitation

Physical signs	**Behavioural signs**
Tiredness or mood swings Bruising Sexually transmitted diseases Pregnancy	Sudden decline in School performance, punctuality, attendance In possession of expensive goods Going to place they cannot afford Age-inappropriate clothing Inappropriate sexualised behaviour Secretive Mixing with older people Misuse of drugs and alcohol

Child criminal exploitation and county lines

Physical signs	**Behavioural signs**
See sections on physical and sexual abuse Carrying weapons	Self-harming Persistently going missing from School or home and/or being found out of area Unexplained acquisition of money, clothes or mobile phones

	Excessive receipt of texts/phone calls and/or having multiple handsets Relationships with controlling older individuals or groups Significant decline in School performance Gang association or isolation from peers or social networks

Female genital mutilation

Physical signs	**Behavioural signs**
Difficulty walking, sitting or standing Bladder or menstrual problems Severe pain and bleeding Infections such as tetanus, HIV and hepatitis B and C	Abroad for a prolonged period Unusual behaviour after a period of absence May talk of a 'special procedure' or 'special occasion to become a woman' Spending longer periods in the bathroom Reluctance to undergo normal medical examinations

Forced marriage

Physical signs	**Behavioural signs**
Cut or shaved hair as a form of punishment for being disobedient	Absence from School Failure to return from visit to country of origin Self-harm or attempted suicide Running away from home Early marriage of siblings Sudden announcement of engagement to a stranger May talk of a 'special procedure' or 'special occasion to become a woman' Spending longer periods in the bathroom Reluctance to undergo normal medical examinations

Grooming

Physical signs	**Behavioural signs**

See section on sexual abuse	Spending increasingly prolonged time online Having older boyfriends or girlfriends Secretiveness about who they are talking to online and what sites they visit Possession of electronic devices such as mobile phones or webcams that parents have not provided Engaging less with their usual friends Using sexual language that you would not expect them to know Going to unusual places to meet people Using drugs and/or alcohol Going missing from home or School

Radicalisation

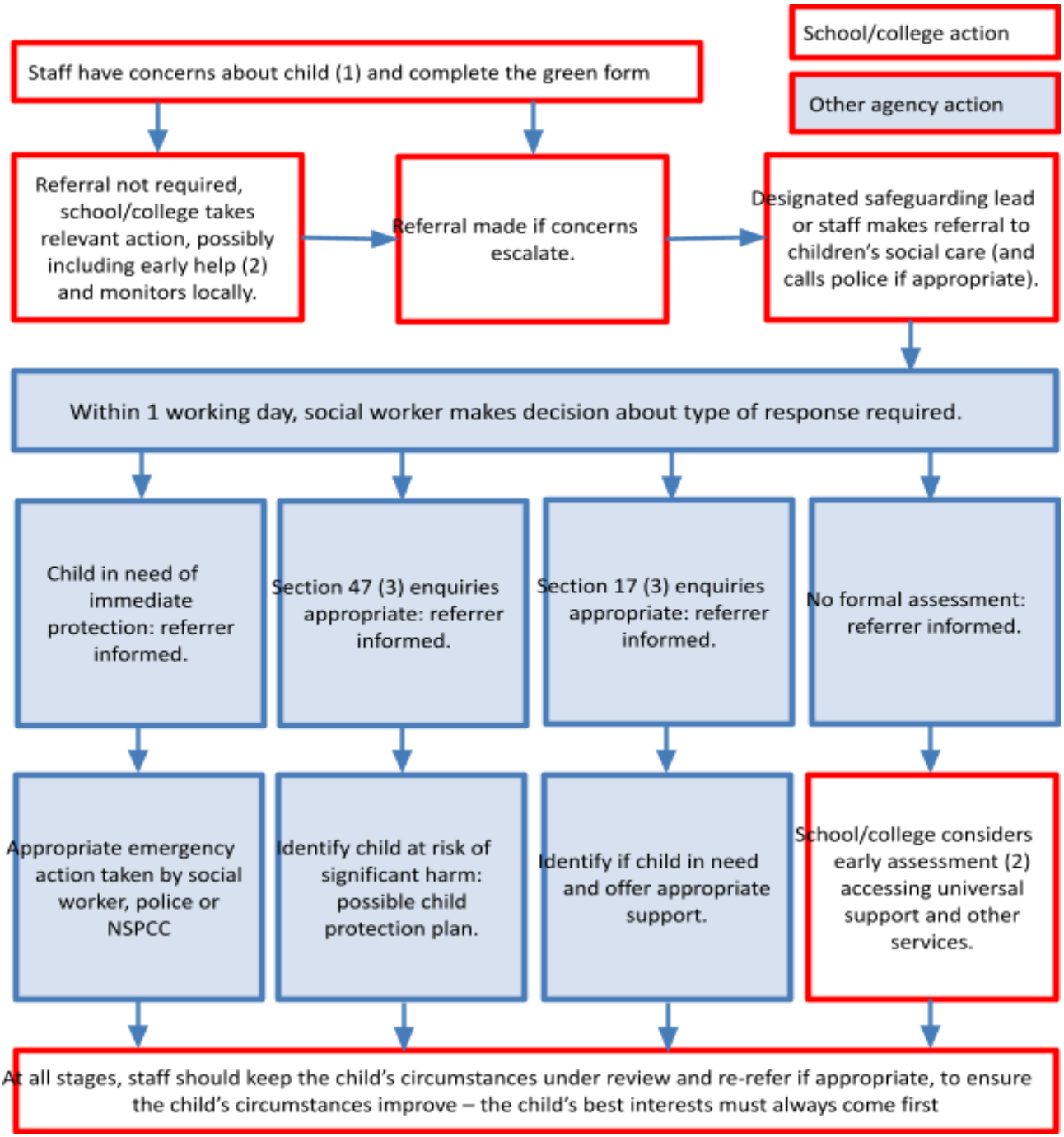
Physical signs	**Behavioural signs**
out of character changes in dress, behaviour and peer relationships	Showing sympathy for extremist causes Glorifying violence Evidence of possessing illegal or extremist literature A sudden disrespectful attitude towards others Increased secretiveness, especially in relation to internet use Unwillingness or inability to discuss their views Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-prescribed extremist groups such as the English Defence League

Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping Children Safe in Education)

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- *Under Age Marriage

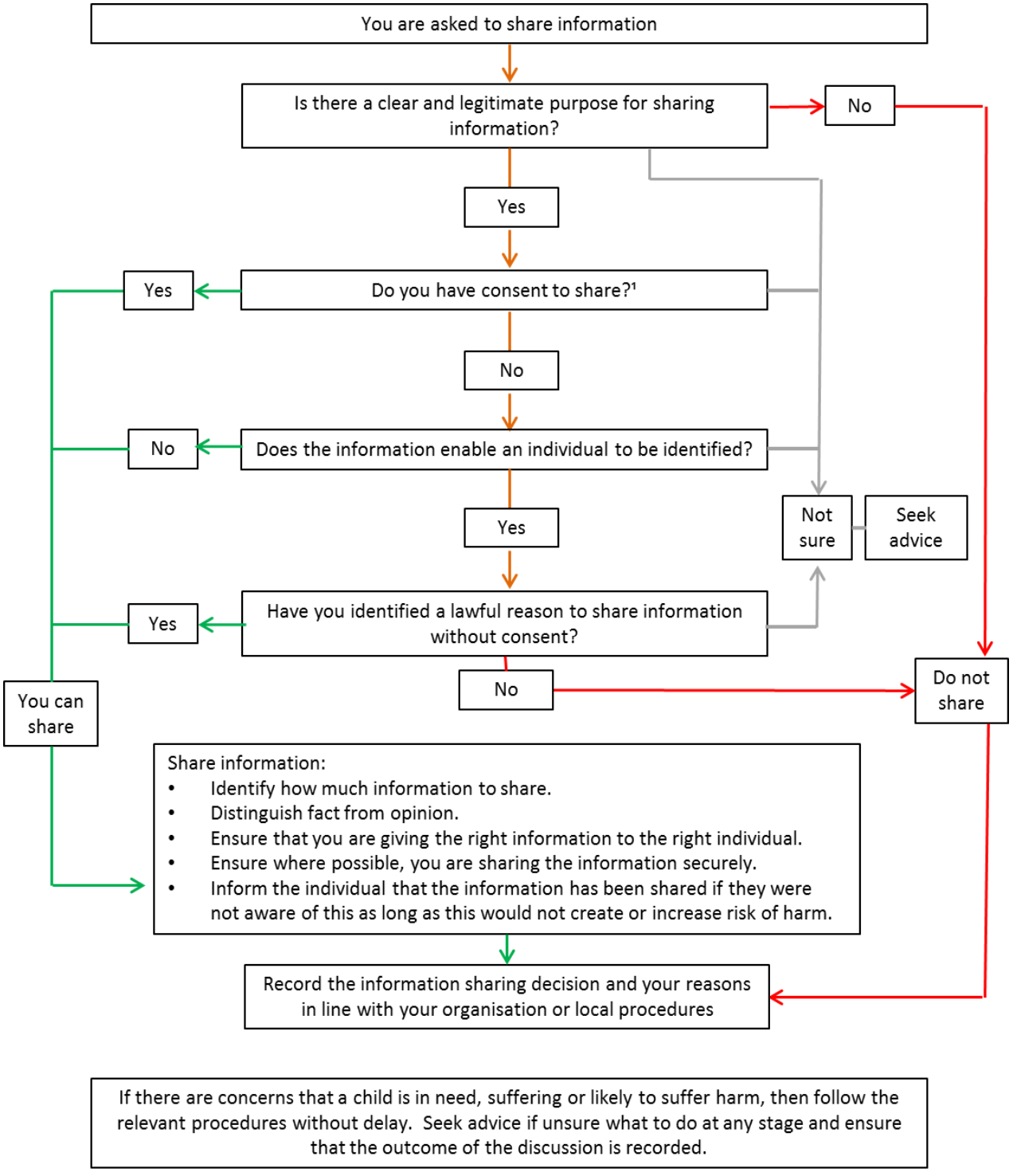
* Since Feb 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This applies to 'non-binding', unofficial marriages as well as legal marriages.

Appendix 4: Actions where there are concerns about a child (KCSIE, Part1)



1. Cases where there is a concern or allegation made against a staff member refer to the Head Teacher or LADO (see Section 15)
2. Early help involves providing support as soon as problem emerges. Where coordinated early help is required, an early help inter-agency assessment will be arranged.
3. Referrals will follow the processes set out in KSCMP's threshold guidance

Appendix 5: Flowchart of when and how to share information



Appendix 6: Child Protection Expression of Concern Form

Safeguarding / Concern Form

(including ICT/social media concerns & incidents)

(updated January 2023)

To be printed out on green paper

Date of incident/concern: _____

Child's name: _____Year Group: _____ DOB:_____

Added to Pen Pic ('**GREEN FORM'** in Green): YES / NO

Name/position of person making referral: _____

Incident/ concern (who? what? where? when?) Continue on a separate sheet if necessary. Verbatim record of what was said if possible. Attach copies of any relevant emails / notes.

Any other relevant information (witnesses, immediate action taken):

Action taken (by DSL):

Signature and date form completed:
PRINT NAME:

To refer directly, contact the Area Safeguarding Adviser (Education) on 03000 412445

1

Timeline to be completed if further action is taken:

Date	Action	By whom

Checklist before submitting this form

- Concern described in sufficient detail?
- Distinguished between fact, opinion and hearsay?
- Child's own words used (Swear words, insults or intimate vocabulary should be written down verbatim)
- Jargon free?
- Free from discrimination / stereotyping or assumptions?
- Concern recorded and passed to DSL in a timely manner?

Appendix 7: DSL/DDSL Job description

Job description for the Designated Safeguarding Lead (DSL and DDSLs)	
The School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	
Summary of the role	● To take lead responsibility for safeguarding and child protection (including online safety) occurring at the School or Nursery and to support all other staff in dealing with any child welfare and child protection concerns that arise. ● To have the status and authority within the School or Nursery to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of pupils. ● Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated. ● To take part in strategy discussions and inter-agency meetings and to support other staff to do so, and to contribute to the assessment of pupils. ● To promote and safeguard the welfare of children in the School and Nursery.
Main duties and responsibilities	***Further specifics:***
Managing referrals	You are expected to: ● refer cases of suspected abuse of any child at the School or Nursery to the local authority children's social care; ● support staff who make referrals to local authority children's social care; ● refer cases to the Channel programme where there is a radicalisation concern; ● support staff who make referrals to the Channel programme; ● refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (**DBS**); and ● refer cases where a crime has been committed to the Police.
Work with others	You are expected to:

	● act as a point of contact with the three safeguarding partners: the local authority; the clinical commissioning group; and the police; ● liaise with the proprietor to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; ● as required, liaise with the "case manager" (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member; ● liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and ● to act as a source of support, advice and expertise for all staff. ● liaise with the Mental Health Support Team, where available, where safeguarding concerns are linked to mental health. ● 'take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at School.' (KCSIE 2023)
Training	You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training. In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role in order to: ● understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements; ● 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 and Nursery's child protection policy and procedures, especially new and part-time staff; ● be alert to the specific needs of children in need, those with special educational needs and young carers; ● understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; ● understand the importance of information sharing, both within the School or Nursery and with the three safeguarding partners, other agencies, organisations and practitioners; ● be able to keep detailed, accurate, secure written records of concerns and referrals; ● understand and support the School or Nursery with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation; ● be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School or Nursery; ● be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; ● obtain access to resources and attend any relevant or refresher training courses; and ● encourage a safeguarding culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the School or Nursery may put in place to protect them.
Raising awareness	You are expected to: ● ensure that the School and Nursery's child protection policies are known, understood and used appropriately; ● ensure the School and Nursery's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board regarding this, ● ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School and Nursery in this; and

	● link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities, including online safety training and the latest local policies on local safeguarding arrangements.
Child protection files	You are expected to: ● ensure that when a child leaves the School or Nursery their child protection file is transferred to the new setting as soon as possible; ● ensure child protection files are transferred separately from the pupil's main file in a secure manner and confirmation of receipt is received from the destination School or college; ● consider whether it is appropriate to share any information with the new School or college in advance of the child leaving.
Availability	You are expected to: ● ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available to discuss any safeguarding concerns; and ● Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.