

<b>POLICY FOR</b>	<b>Safeguarding &amp; Child Protection</b>
<b>PERSON RESPONSIBLE</b>	<b>Designated Safeguarding Lead</b>
<b>REVIEW DATE</b>	<b>September 2022</b>
<b>NEXT REVIEW DATE</b>	<b>September 2023</b>
<b>APPROVED BY</b>	<b>Governing Body</b>
<b>APPROVAL DATE</b>	<b>November 2022</b>

# Key Contact Personnel in School

## Designated Safeguarding Lead:

Paul Williams Deputy Headteacher, Pastoral

## Year group Designated Safeguarding Lead(s):

Lucy Platt	Year 7 DSL
Emma Jedrzejewski	Year 8 DSL
Sarah Withers	Year 9 DSL
Louise Foulser	Year 10 DSL
James Barnes	Year 11 DSL
Phil Maisey	6 <sup>th</sup> Form DSL
Jake Osmond	Exam and Data Officer DSL & Operation Encompass Lead

Named Safeguarding Governor: Tina Holditch

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# What to do if you have a welfare concern at The Malling School

## Why are you concerned?

- For example
  - Disclosure
  - Child's appearance – may include unexplained marks as well as dress
  - Behaviour change
  - Witnessed concerning behaviour

## Immediately record your concerns

- Follow the schools procedure and use the dedicated safeguarding reporting forms
  - Reassure the child
  - Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
  - Use child's own words
  - Sign and date your records
  - Seek support for yourself if required from DSL

## Inform the Designated Safeguarding Lead (**Paul Williams or Pastoral Leader DSL**)

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCMP Threshold document and procedures: [www.kelsi.org.uk](http://www.kelsi.org.uk)
- Refer to other agencies as appropriate e.g. LADO, Police, Early Help Notification Form or Inter-Agency Referral Form
- If unsure then consult with Area Education Safeguarding Adviser

### If you are unhappy with the response

#### Staff:

- Seek advice from the Education Safeguarding Team Tel: 03000 412284
- Follow Whistleblowing Procedures

#### Pupils and Parents:

- Follow school complaints procedures ([see school website](#))

## Record decision making and action taken in the child's child protection/safeguarding file

## Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

## Review and Re-refer (if necessary)

At all stages the child's circumstances will be kept under review  
The DSL/Staff will re-refer if required to ensure the **child's safety is paramount**

## 1. Introduction and Ethos

- The Malling School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. The Malling School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.
- The Malling School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- Our school core safeguarding principles are:
  - That schools are an important part of the wider safeguarding system for children.
  - It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
  - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
  - All children have a right to be heard and to have their wishes and feelings taken into account
  - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
  - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance
- There are four main elements to our safeguarding policy
  - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
  - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
  - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
  - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

## 2. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE guidance Keeping Children Safe in Education 2022 (KCSIE)
  - Working Together to Safeguard Children 2015 (WTSC)

- Framework for the Assessment of Children in Need and their Families (2000)
  - Kent and Medway Safeguarding Children Procedures
- 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.

### 3. Definition of Safeguarding

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- The school acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):
  - Bullying (including cyberbullying)
  - Children Missing Education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Domestic violence
  - Drugs and alcohol misuse
  - Fabricated or induced illness
  - Faith abuse
  - Female Genital Mutilation (FGM)
  - Forced marriage
  - Gangs and youth violence
  - Gender based abuse and violence against women and girls
  - Hate
  - Honour based abuse
  - Mental health
  - Missing children and adults
  - Online safety
  - Prevent duty (radicalisation and extremism)
  - Private fostering
  - Relationship abuse
  - Human trafficking and modern slavery
  - Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2022 and appendix 3)

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

### 4. Related Safeguarding Policies

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
  - Behaviour
  - Whistleblowing
  - Positive handling
  - Health & Safety
  - Acceptable usage for ICT

### **Supporting Guidance (to be read and followed alongside this document)**

- Teachers Standards 2012
  - "Safeguarding Disabled Children – Practice Guidance" - DOH, 2009
  - "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015
  - "What to do if you are worried a child is being abused" – DfE, March 2015
  - KSCMP document: "Safe Practice with Technology – Guidance for Adults who Work with Children and Young People"
  - KCC Safeguarding Children and Child Protection – "Induction Leaflet Guidelines for School Staff"
  - KCC Guidelines for "Safeguarding Record Keeping in Schools"
  - KCC Advice notes - "Dealing with Disclosures in School"
- **These documents and their relevant links can be found in the TMS Safeguarding Training material**
  - **They are also available to access via the school website**

## **5. Key Responsibilities**

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.
- The governing body have read and will follow KCSIE 2022. Further information regarding the key strategic responsibilities of the governing body and Headteacher are identified in appendix 1.
- The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL(s) is properly supported in this role at a time and resource level.

### **5.1 Designated Safeguarding Lead (DSL)**

- The school has appointed a member of the leadership team (Paul Williams) as the Designated Safeguarding Lead (DSL) who oversees the work of five year group Pastoral Lead DSLs in their capacity as year group leaders at The Malling School. The DSLs have the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

- The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Multi Agency Partnership (KCSMP). The DSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods (e.g., through LA safeguarding bulletins, attending conferences, attending meetings and through on-line information) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- Pastoral Leader DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Leads may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the qualified Designated Safeguarding Lead staff and this responsibility will not be delegated.
- **It is the role of the DSL to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns at any time
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual children
    - In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).
  - Liaise with other agencies and professionals in line with Working together to safeguard children
  - Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help, KCSMP and Specialist Childrens Services (SCS) as necessary
  - Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
  - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2022)
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education', part two.

## 5.2 Members of Staff

- **All members of staff have a responsibility to:**
  - provide a safe environment in which children can learn
  - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
  - identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
  - provide help for children, where appropriate and reasonable
  - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
  - safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
  - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
  - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
  - respond to and refer any concerns about children or other members of the community in accordance with this policy



- Contribute towards, read and adhering to the school policies
- All members of staff at The Malling School know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 4 for advice for staff on responding to safeguarding concerns.
- **The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).**

### 5.3 Children and Young People

- **Children and young people (pupils) have a responsibility to:**
  - Contribute to the development of school safeguarding policies
  - Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
  - Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
  - Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

### 5.4 Parents and Carers

- **Parents/carers have a responsibility to:**
  - Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
  - Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
  - Identify changes in behaviour which could indicate that their child is at risk of harm online
  - Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
  - Contribute to the development of the school's safeguarding policies
- A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.
- Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website

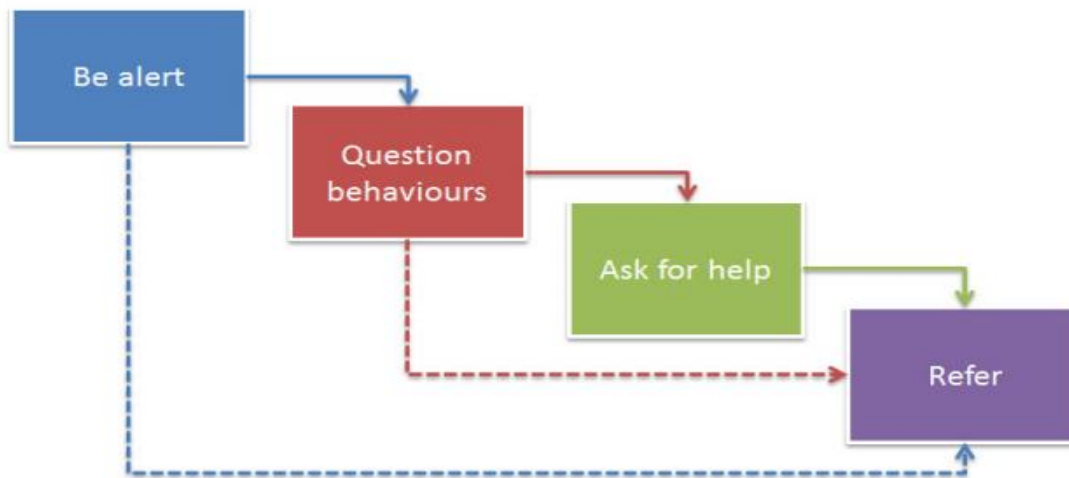
## 6. Recognition and Types of Abuse and Neglect

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

- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2022 (see appendix 5) and 'What to do if you are worried a child is being abused' 2015.
- All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.
- Abuse and neglect can happen over a period of time but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behavior's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

## 7. Safeguarding and Child Protection Procedures

- The Malling School adheres to a new Kent Safeguarding Children Multi-Agency Partnership (KSCMP) that supersedes the previous Kent Safeguarding Children's Board (KSCB). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KCC website [www.kelsi.org.uk](http://www.kelsi.org.uk)
- Additional guidance for staff includes
  - **'What to do if you are Worried About a Child Being Abused' (DfE 2015)**
  - **Information Sharing advice for safeguarding practitioners (2015)**
  - **Kent and Medway Inter-Agency Threshold Criteria for Children in Need**
  - **The Assessment Framework for Children in Need and their Families (2000)**
  - **These documents, among others, can be found as appendices in the annual TMS Safeguarding Training resources provided to staff each year**
- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children’s social care and/or the police.
- The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.
- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
  - To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
  - Advice may also be sought from the Early Help Triage Team. **Note – this process is currently under review and therefore may change.**
  - Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.
- All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn’t appear to be improving for the child.
- New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or Inter-Agency Referral Form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KCSMP). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / team.

- All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible. Information on what to do if a member of staff is the only one available to a student is provided through face-to-face Safeguarding training every September and is part of the annual TMS Safeguarding Training resources provided to staff each year.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe, and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or Specialist Children's Services who may be able to discuss the concern and provide advice on appropriate action to be taken.
- If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

## **8. Record Keeping**

- Staff will record any welfare concern that they have about a child on the school's electronic safeguarding system called 'MyConcern' (with a body map if injuries have been observed). These are immediately sent electronically to the DSL. Further records will be completed as soon as possible after the incident/event on this system, using the child's words and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded on MyConcern. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Incident/Welfare concern forms are kept in the staffroom and on the P drive for staff who do not have access to MyConcern
- Safeguarding records are kept for individual children and are stored electronically on MyConcern. Any historical paper records from previous establishments are stored separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely on MyConcern and managed by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
  - All Staff will familiarise themselves with the responsibilities as outlined in this document. [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance).
- The Headteacher will be kept informed of any significant issues by the DSL.

## 9. Inter-agency Working

- The Malling School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise that a crucial part of this may be in supporting the child while these take place.
- The Malling School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## 10. Confidentiality and Information Sharing

- The Malling School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 4.
- DfE Guidance on Information Sharing (March 2015) provides further detail. This can be found in the safeguarding file on Sharepoint..
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education

Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

## 11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. This can be found via the school web site.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy**. This can be found on the P drive and via the school web site.

## 12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of the “*Keeping Children Safe in Education*” (2022) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2022. Members of staff have signed to confirm that they have read and understood Part One and Annex A. This is evidenced through the annual self-declaration sheet kept by the school’s HR department.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted as regards the school’s internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process. [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding)
- All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
  - **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
  - **Respond** appropriately to safeguarding issues and take action in line with this policy
  - **Record** concerns in line with the school policies
  - **Refer** concerns to the DSL and be able to seek support external to the school if required
- All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying, and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates (through compulsory CPD training and briefing updates), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including temporary staff) will also be made aware of the school’s expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.

- The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy. Other safeguarding policies, for example the school Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Governing Body.
- The DSL and Head Teacher will provide an annual update to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- The Lead DSL will deliver annual Governors' Safeguarding training to all members of the FGB
- Although the school has a nominated lead for the governing body (Tina Holditch), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

### 13. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Positive handling policy**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2015) which can be found in the safeguarding folder of staff drive.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the school's **Acceptable Usage for ICT Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**.

### 14. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 5.

## 15. Safer Recruitment

- The Malling School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.
- The Malling School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:
  - Dates of recruitment;
  - References;
  - Identity checks;
  - Criminal records check reference number, including date check was obtaining and details of who obtained it;
  - Eligibility to work in the UK checks;
  - Other essential key data.
- The Governing Body will ensure that the Head Teacher and other senior staff responsible for recruitment complete accredited Safer Recruitment Training in line with government requirements. Best practice would also suggest that at least one member of the Governing Body would also complete Safer Recruitment Training to ensure a trained panel member is available for Headteacher recruitment.
- The headteacher will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.



## 16. Allegations Against Members of Staff and Volunteers

- The Malling School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported directly to the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- The Malling School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.
- For specific guidance on how to respond to allegations against staff, please refer to the **Whistle Blowing Policy** which can be found in the safeguarding folder of the staff drive and on signs around staff areas in school.

### **When in doubt – consult**

## 17. Child on Child Abuse (Allegations of abuse made against other children)

- All members of staff at The Malling School recognise that children are capable of abusing their peers. child on child abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence, 'upskirting' and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- The Malling School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of child on child abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 7, above and in accordance with Kent Safeguarding Children Board procedures.
- The Malling School is aware of the potential gender issues that can be prevalent when dealing with child-on-child abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

- Further information about the school's response to specific allegations of abuse against pupils can be located in the behaviour and anti-bullying policies.
- The school will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "[Sexting in Schools and Colleges](#)" guidance and [KSCMP guidance](#).
  - Further information in relation to the school's approach to "sexting" can be found in the school Online Safety Policy via the school web site.
- The school will take steps to minimise the risk of all forms of child-on-child abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).
- Pupils who have been experienced peer on peer abuse will be supported by:
  - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
  - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
  - Providing reassurance and continuous support
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Pupils who are alleged to have abused other pupils will be helped by:
  - Discussing what happened, establishing the specific concern and the need for behaviour to change
  - Informing parents/carers to help change the attitude and behaviour of the child
  - Providing appropriate education and support
  - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), suspensions and permanent exclusions.
  - Speaking with police or other local services (such as early help or children's specialist services) as appropriate
- The Malling School is aware of and will follow the KSCMP procedures ([www.kelsi.org.uk](http://www.kelsi.org.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

## **18. Safeguarding Children with Special Educational Needs and Disabilities**

- The Malling School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- The Malling School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

## 19. Online Safety

- It is recognised by The Malling School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.
- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.
- The Malling School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
  - **content:** being exposed to illegal, inappropriate or harmful material
  - **contact:** being subjected to harmful online interaction with other users
  - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSLs, leadership team and all other staff have read Annex C regarding Online Safety within 'Keeping Children Safe in Education' 2022.
- The Malling School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2022 and has appropriate policies in place that are shared and understood by all members of the school community. Further information relating to this can be found in the school's **Acceptable Usage of ICT Policy** which can be found in the P Drive, and via the school web site.
- The Malling School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. This is coordinated by Rossi Distefano, ICT Strategy Manager.
- The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.
- The Malling School acknowledges that whilst filtering and monitoring is an important part of school's online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school's acceptable usage for ICT policy which can be found in the staff drive and via the school web site.
- The Malling School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online. This will also be in place and advertised to parents/carers should there be a need for extended school closure due to unforeseen and uncontrollable circumstances.
- Detailed information about the school's response to online safety can be found in the school's **Acceptable Usage of ICT Policy** which can be found in the school web site.

## **20. Curriculum and Staying Safe**

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- The Malling School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults, sexual harassment and 'sexting'.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at The Malling School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Specific systems outside of expected day to day classroom interaction and support will include:
  - School/Student Council
  - Buddy and peer-mentoring systems
  - KS4 and KS5 Anti-bullying ambassadors
  - Peer mediation
  - PSHE events
  - Regular feedback questionnaires with groups of children
  - Think U Know & Childnet resources

## **21. The Use of School Premises by Other Organisations**

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

## **22. Security**

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

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## 23. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.
- This policy has been written in September 2021 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy forms part of our school development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

## 24. Local Support

- All members of staff in The Malling School are made aware of local support available
  - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
    - Tel: 03000 412284 [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)
  - **Contact details for Online Safety in the Education Safeguarding Team**
    - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
    - Ashley Assiter, e-Safety Development Officer
    - 03000 415797
    - [esafetyofficer@kent.gov.uk](mailto:esafetyofficer@kent.gov.uk) (non-urgent issues only)
  - **Contact details for the LADO**
    - Telephone: 03000 410888
    - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
  - **Childrens Specialist Services**
    - Central Duty Team: 03000 411111
    - Out of Hours Number: 03000 419191
  - **Early Help and Preventative Services**
    - [earlyhelp@kent.gov.uk](mailto:earlyhelp@kent.gov.uk)
    - 03000 419222
  - **Kent Police**
    - 101 (or 999 if there is an immediate risk of harm)

- Kent Safeguarding Children Multi Agency Partnership (KSCMP)
  - 03000 421126

## Appendix 1: Categories of Abuse

**All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2016 and staff who have direct contact with pupils should also read annex A.

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

### Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

### Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks

- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

### **Signs that MAY INDICATE emotional abuse**

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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

### **Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away

- Loss of weight or being constantly underweight
- Low self esteem



## **Appendix 2: Specific Safeguarding Issues (Also See Annex A of Keeping Children Safe in Education 2022)**

### **Children Missing Education**

The Malling School recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The Malling School is aware that a child going missing from education is a potential indicator of abuse or neglect.

The Malling School has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the school's policy and procedures regarding **attendance** and **inclusion**.

### **Child Sexual Exploitation (CSE)**

All The Malling School staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

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

The Malling School identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at The Malling School recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

## Sexual Harassment

At TMS we do not tolerate sexual harassment. Staff at TMS have received training stipulating that sexual harassment means 'unwanted sexual conduct'.

It can happen online and offline. It can include:

- Sexual comments, such as sexual stories, lewd comments, sexualised name-calling or sexual remarks about clothes and appearance
- Sexual 'jokes' or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with their clothes (note: this can sometimes cross a line into sexual violence), or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nudes and semi-nude images and/or videos (note: taking and sharing nude photographs of under-18s is a criminal offence); Sharing of unwanted explicit content; Up-skirting (note: this is a criminal offence – see 2021/22 Safeguarding Training PowerPoint slides); Sexualised online bullying; Unwanted sexual comments and messages, including on social media and Sexual exploitation, coercion and threats

At TMS, sexual harassment is not tolerated and is reported, recorded and acted upon. Approaches delivered to staff, among others are: staff training – leading by example; a specific reporting process; educating pupils in assemblies, period 1; a change in our behaviour policy where it specifically states sexual harassment; all staff use common language to ensure consistency; for all teachers to address it whenever the incidents are seen, no matter how small these incidents are. Sexual harassment is addressed as readily as uniform or swearing.

## 'Honour based' violence

Members of staff at The Malling School are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

- "FGM The Facts": [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482799/6\\_1587\\_HO\\_MT\\_Updates\\_to\\_the\\_FGM\\_The\\_Facts\\_WEB.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf)
- "FGM an Overview:" <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

All members of staff will follow the school and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **Female Genital Mutilation (FGM) mandatory reporting duty**

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Summary of the FGM mandatory reporting duty

## **Forced Marriage**

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmufco.gov.uk](mailto:fmufco.gov.uk)

## **Radicalisation**

The Malling School recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

The Malling School will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include the NCALT e-Learning [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at The Malling School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at The Malling School will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to radicalisation and extremism online can be found in the schools Online Safety Policy.

# Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

## 1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

## 2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

## 3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

## 4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

## 5. Remember

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCMP: [www.kelsi.org.uk](http://www.kelsi.org.uk)

## 6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

## Appendix 4: National Support Organisations

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [napac.org.uk](http://napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### Sexual Abuse and CSE

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### Online Safety

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)

- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

#### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

## Appendix 5: Addendum in response to COVID-19

<b>POLICY FOR</b>	<b>Safeguarding &amp; Child Protection: ADDENDUM IN RESPONSE TO COVID-19</b>
<b>PERSON RESPONSIBLE</b>	<b>Designated Safeguarding Lead</b>
<b>REVIEW DATE</b>	<b>September 2021</b>
<b>NEXT REVIEW DATE</b>	<b>September 2022</b>
<b>APPROVED BY</b>	<b>Governors – pending FGB on 08.09.21</b>
<b>APPROVAL DATE</b>	<b>Governors – pending FGB on 08.09.21</b>

**Based on DfE guidance ‘Coronavirus (COVID-19): safeguarding in schools, colleges and other provider’ March 2020:** <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

*This addendum will be reviewed following any updates to national and local guidance and procedures and reshared as required.*

## 1. Context

- On 20th March 2020 parents were asked to keep their children at home, wherever possible, as part of the response to coronavirus (COVID-19). Schools and childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.
- The way The Malling School is currently operating in response to coronavirus is fundamentally different, however, our safeguarding principles in accordance with 'Keeping Children Safe in Education' (KCSIE) 2019, remain the same:
  - the best interests of children will always come first
  - if anyone has a safeguarding concern about any child they should continue to act and act immediately
  - a DSL or deputy DSL is available
  - unsuitable people are not allowed to enter the children's workforce and/or gain access to children
  - children should continue to be protected when they are online
- This addendum of The Malling School Child Protection policy contains details of any amendments to our existing safeguarding arrangements.

## 2. Key School Contacts

	Name	Email	Phone Number
Designated Safeguarding Lead (DSL)	Paul Williams	Paul.williams@themallingschool.kent.sch.uk	01732 840995 Ext 234
Deputy DSL	Sarah Withers	Sarah.withers@themallingschool.kent.sch.uk	01732 840995 Ext 262
Deputy DSL	James Barnes	James.barnes@themallingschool.kent.sch.uk	01732 840995 Ext 248
Deputy DSL	Tom Fielding	Thomas.fielding@themallingschool.kent.sch.uk	01732 840995 Ext 202
Deputy DSL	Louise Foulser	Louise.foulser@themallingschool.kent.sch.uk	01732 840995 Ext 277
Deputy DSL	Emma Jedrzejewski	Emma.jedrzejewski@themallingschool.kent.sch.uk	01732 840995 Ext 265
Other DSL	Jake Osmond	Jake.osmond@themallingschool.kent.sch.uk	01732 840995 Ext 262
Headteacher	John Vennart	John.vennart@themallingschool.kent.sch.uk	01732 840995
Chair of Governors	Mike Perry	clerk@themallingschool.kent.sch.uk	
Safeguarding Governor	Tina Holditch	Tina.holditch@themallingschool.kent.sch.uk	



### 3. Designated Safeguarding Leads (DSLs)

- **The Malling School** Designated Safeguarding Lead is: Paul WILLIAMS
- **The Malling School** Deputy Designated Safeguarding Lead(s) are:
  - Emma JEDRZEJEWSKI
  - Sarah WITHERS
  - James BARNES
  - Tom FIELDING
  - Louise FOULSER
  - Jake OSMOND
- One of our named DSLs will be available to be contacted via phone or online video through Microsoft Teams and/or email as above.
- Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site when students are present during the school day according to an agreed rota
  - This will include updating safeguarding files on My Concern and liaising with the offsite DSL (or deputy) and as required liaising with social workers where they require access to children in need and/or to carry out statutory assessments at the school/college.
- All staff and volunteers on-site will have access to a trained DSL (or deputy) and know on any given day who that person is, and how they can speak to them.
  - Up to date details of the DSL/Deputy DSLs will be visible to staff and children on the school's website on both the Safeguarding section and under Home Learning → Safeguarding.
- The DSL/Deputy DSL's will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### 4. Vulnerable children

- Ensuring that vulnerable children remain protected is a top priority for The Malling School.
  - Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Please see DfE guidance for further information on [vulnerable children](#).
- There is an expectation that children with a social worker will attend a provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child and/or where the home environment is not safe. This is to prevent the spread of the virus, protect the NHS and save lives. Where parents are concerned about the risk of the child contracting COVID19, professionals will talk through these worries with the parent/carer following the advice set out by Public Health England.
- Children with an EHC plan will be risk-assessed by our AHT i/c of our school's SRP and our SEND co-ordinator in consultation with the Local Authority and parents and a decision will be made about whether they should continue to attend school.
- The Malling School has the flexibility to offer a place to other learners who may also be considered vulnerable by The Malling School through consultation with Ruth Gately and John Vennart to discuss this further.
- If vulnerable children are not attending school, we will regularly keep in contact by telephone with them by our DSLs as listed above. All vulnerable students at The Malling School have been

grouped into categories of concern and contact is being made regularly, ranging from once a week to daily and recorded.

- The Malling School will continue to work with those professionals involved with children and share relevant information with them such as social workers, early help workers and virtual school heads (VSH). This is especially important during the COVID-19 period.
  - This will include information about attendance and any welfare concerns.
  - If there is a safeguarding concern, this will be shared with the relevant professional as soon as possible.
- The Malling School will encourage our vulnerable children and young people to attend a school, including remotely if needed if it is agreed this is not in the best interests of the child to remain at home.

## 5. Attendance monitoring

- Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.
- The Malling School and social workers will agree with families/carers whether children in need should attend and The Malling School will follow up with family/carers where a child/children are supposed to be attending but do not.
- In all circumstances where a vulnerable child/children does not take up their place, or discontinues, The Malling School will notify their social worker and follow up with the family/carer.
- The Malling School will also follow up with families/carers that have arranged a place for their child/children, namely keyworkers or children that are considered vulnerable but not open to any agencies and do not attend.
  - Staff will continue to work with and support children's social workers to help protect vulnerable children.
- The Malling School will complete both the KCC and government [daily online attendance](#) form to keep a record of children of critical workers and vulnerable children who are attending school and this will be sent daily by the school's MIS Manager once completed by the senior member of staff on site if and when students are present. If no students are present a nil return will be submitted.

## 6. Reporting concerns

- All staff will continue to look out for any signs that indicate a child may be at risk, both on and off site, including online.
  - If a member of staff/volunteer has any safeguarding concerns about a child, this will be reported to the DSL as soon as possible via email and My Concern
  - If the concern is urgent, the member of staff/volunteer will speak to a DSL in person or via phone/video call if they are not on site, immediately. This can be done using Microsoft Teams
  - In the event a member of staff or volunteer cannot make contact with a DSL, this will not delay them taking immediate action to safeguard a child. Out of Hours contact details are available on the school's website under Home Learning → Safeguarding
  - Concerns will be recorded using existing TMS safeguarding processes on My Concern as outlined in our Child Protection Policy.
- Learners are encouraged to report concerns via existing school systems, or to a trusted adult at home. Contact details of school's safeguarding staff are available on the school's website under

Home Learning → Safeguarding and by watching the End of Term 4 Assembly available on the school's website under Home Learning → Assemblies

- Parents/carers are encouraged to report concerns via existing school systems.
- Where staff are concerned about an adult working with learners, they should report the concern to the Headteacher immediately in accordance with the school's whistle blowing policy.
  - If there are concerns about any member of staff or volunteer, the LADO service will be consulted with.
  - Concerns around the Headteacher should be directed to the Chair of Governors.

## **7. Safeguarding training and induction**

- DSL training is unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.
  - Formal DSL refresher training will be undertaken as soon as possible. DSLs will continue to keep their knowledge up to date through other means.
- All existing staff have read KCSIE 2019 Part 1 and accessed safeguarding training.
  - Staff will be made aware if any processes have changed with the sharing of this addendum and the DSL will communicate any changes to local processes directly.
- All new staff and volunteers will have an induction provided via the DSL and will be provided with a copy of the school's Child Protection Policy and Covid-19 Addendum.
- Staff may move between schools on a temporary basis and consideration given will be given by the DSL as to what induction they need on a case by case basis, dependent on existing skills and knowledge.

## **8. Safer recruitment**

- It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.
- During COVID-19 if The Malling School recruit new staff we will continue to follow the relevant safer recruitment practices.
- If volunteers are recruited The Malling School will continue to follow the guidance in accordance with KCSIE 2019 and. Volunteers who have not had the relevant checks will not be left unsupervised with a child.
- If staff from other settings volunteer or begin working at The Malling School, we will ensure they have a relevant DBS check following DfE guidance at this time. The Malling School will risk assess staff from other settings, as we would for a volunteer.
- If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:
  - the individual has been subject to an enhanced DBS and children's barred list check
  - there are no known concerns about the individual's suitability to work with children
  - there is no ongoing disciplinary investigation relating to that individual
- In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- The Malling School will continue to refer to the DBS anyone who has harmed or poses a risk of harm to a child in accordance with KCSIE 2021.

- The Malling School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) where appropriate. During the period Covid-19 all referrals will be made by emailing [Misconduct.teacher@education.gov.uk](mailto:Misconduct.teacher@education.gov.uk).
- The Malling School will continue to update the single central record and will log details of any risk assessment carried out on volunteers.

## 9. Supporting children in school

- The Malling School is committed to ensuring the safety and wellbeing of all its learners
- The Malling School will be a safe space for all children to attend and flourish. A senior member of staff will ensure that there are appropriate staff on site and that staff to learner ratios have been considered to maximise the safety of children if and when students are present during this period of closure.
- The Malling School will follow the current government guidance in relation to social distancing and all matters relating to public health from Public Health England: <https://www.gov.uk/government/organisations/public-health-england>
- The Malling School will ensure that all children who are either categorised as vulnerable or children of critical workers and are in attendance are appropriately supported.
- The Malling School will continue to record any support provided to children in relation to safeguarding issues on My Concern.

### Peer on Peer Abuse

- The Malling School continues to recognise and respond to cases of Peer on Peer abuse by considering each incident on a case by case basis and basing any intervention on usual processes outlined within KCSIE 21.
- The Malling School recognises that the current circumstances and the changeable nature of current Government guidance may mean that the school may need to adapt elements of the process in some cases to ensure that they are able to respond in line with Government advice when required.
- The DSL will continue to consult as appropriate with multi-agency professionals to ensure that children's safety and wellbeing is not compromised when incidents of peer on peer abuse are brought to their attention.

### Online safety

- The Malling School expectations with regards online behaviour and education when using school provided devices or internet access on site will continue to be implemented in line with existing policies. Any concerns regarding onsite online behaviour or use will be responded to in line with existing policies.
- The Malling School will continue to provide a safe online learning environment where learners use school provided devices on site; appropriate filtering and monitoring will continue to be implemented.
  - Learners internet use will be supervised by staff according to their age and ability and learners will be directed to use appropriate online resources and tools.
- Use of staff and learner personal devices, including mobile phones, will be managed in line with our existing mobile technology policy.

## 10. Supporting children not in school

- The Malling School will continue to ensure the safety and wellbeing of all children and young people that remain on the school roll
- All DSLs will continue to identify those vulnerable children that would benefit from Early Help as identified in KCSIE 2021, provide pastoral support and consider whether they would benefit from external support through regular pastoral support via phone and possible home visits. The latter will be conducted following social distancing recommendations from PHE.
- There will be clear plans around how best to communicate with learners who are identified as vulnerable, as well as those about whom DSLs have concerns about who do not receive a statutory service.
  - This could include telephone contact and/or doorstep visits but is at the discretion of the DSL.
- The Malling School and the DSL will work closely with all relevant agencies and professionals regarding safeguarding a child who is not on site.
  - Any plans will be reviewed regularly and if concerns become significant, the DSL will consider any requests for support if considered appropriate.
- The Malling School recognises that this is a difficult time for children and young people who consider school as a safe place and the current situation may impact on learners', staff and parent/carers mental health.
- The Malling School will utilise its website and social media presence to ensure that safeguarding messages are shared with children and their families. This will include links to appropriate services and resources that are aimed at supporting them throughout this period. These will be available on the school's website under Home Learning → Safeguarding and Home Learning → Parent and Student Support

### Online safety away from school

- All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy addendum.
  - Where necessary, referrals will be made to LADO, children's social care and as required, the police.
- Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:
  - Childline: [www.childline.org.uk](http://www.childline.org.uk)
  - UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>
  - National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- Parents/carers are encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts through Microsoft 365
  - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- The Malling School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school Behaviour Policy.
- When delivering remote learning, staff will:
  - Only use online tools that have been evaluated and agreed by leadership.
  - Ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.
  - Where possible, pre-record content.
- If remote learning is taking place 'live' using webcams or chat facilities, staff and learners will ensure a professional environment is maintained. This means:
  - Staff will record the length, time, date and attendance of any online lessons/contact held or made.
  - Live sessions will involve at least two members of staff where possible. If this is not possible as will often be the case, the 'live' teaching session will be recorded and available for future reference.
    - Sessions will not be delivered in any 1:1 situation, unless pre-approval has been given by the DSL and/or Headteacher and the session is auditable.
  - Staff will record any online lessons so they can be audited or accessed later if required; learners and staff should be made aware that lessons are being recorded.
  - Staff will agree online behaviour expectations with learners at the start of lessons.
    - Staff will revisit our acceptable use of technology policy with learners as necessary.
  - All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.
    - Staff and learners should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.
    - Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.
    - If Live streaming, staff will mute and/or disable learners' videos and microphones, as required.

## • **Additional support and links**

As well as through existing school mechanisms, learners, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Kent Resilience Hub: <https://kentresiliencehub.org.uk>
- NSPCC: <https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/>
- Other useful links are available on our school's website under Home Learning → Safeguarding

## **DfE Guidance**

- Closure of educational settings: information for parents and carers: [www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers](http://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers)

- Vulnerable Children Guidance: [www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people](http://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people)
- COVID-19: guidance for educational settings: [www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19](http://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19)
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers: [www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers](http://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers)
- Coronavirus (COVID-19): attendance recording for educational settings: [www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings](http://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings)

### Specific Links relating to Coronavirus for Learners and Parents/Carers

- Kent County Council: [www.kent.gov.uk/social-care-and-health/health/coronavirus](http://www.kent.gov.uk/social-care-and-health/health/coronavirus)
- Childline: [www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/](http://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/)
- Mind: [www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/](http://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/)
- Young Minds: <https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>
- Kent Children's University: Home Resources Learning Packs: [www.theeducationpeople.org/blog/kent-childrens-university-home-learning-resources-pack-is-live/](http://www.theeducationpeople.org/blog/kent-childrens-university-home-learning-resources-pack-is-live/)
- Children's Commissioner:
  - Children's guide to coronavirus: [www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/](http://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/)
  - Resources for parents during coronavirus: [www.childrenscommissioner.gov.uk/coronavirus/resources/](http://www.childrenscommissioner.gov.uk/coronavirus/resources/)
- Sport England: [www.sportengland.org/stayinworkout](http://www.sportengland.org/stayinworkout)
- Place2be:
  - [www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/](http://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/)
  - [www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/](http://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/)

### Online Safety

- NCA-CEOP: [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)
- Internet Matters: [www.internetmatters.org/](http://www.internetmatters.org/)
- Childnet: [www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19](http://www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19)
- UK Safer Internet Centre: [www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc](http://www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc)
- NSPCC: [www.nspcc.org.uk/keeping-children-safe/online-safety/](http://www.nspcc.org.uk/keeping-children-safe/online-safety/)
- Parent Info: <https://parentinfo.org/>
- BBC Own it: [www.bbc.com/ownit](http://www.bbc.com/ownit)

### Domestic Abuse

- Domestic Abuse Services: [www.domesticabuseservices.org](http://www.domesticabuseservices.org)
- Victim Support: 0808 16 89 111 [www.victimsupport.org.uk/help-and-support/get-help/supportline](http://www.victimsupport.org.uk/help-and-support/get-help/supportline)

- Look Ahead Care & Support – Service provider West Kent (Sevenoaks, Tunbridge Wells, Tonbridge and Malling): [www.lookahead.org.uk/](http://www.lookahead.org.uk/)
- Oasis Domestic Abuse service – Service provider, East Kent. (Thanet and Dover): [www.oasisdaservice.org/home](http://www.oasisdaservice.org/home)
- Clarion Housing Association – Service provider for North and South Kent
  - North Kent: (Dartford & Gravesham, Swale and Maidstone) Clarion DA confidential Helpline: 07376 637069 (Mon-Fri 9am – 5pm)
- National Women’s Aid Domestic Abuse 24hr helpline: 0800 2000247