

IFIELD SCHOOL & KING'S FARM PRIMARY SCHOOL

Safeguarding & Child Protection Policy

Approved: Autumn 2022
Review date: Autumn 2023

SAFEGUARDING & CHILD PROTECTION Policy

The Cedar Federation Ifield School & King's Farm Primary School

Key contact personnel in School

Designated Safeguarding Lead:

Ifield School

Mrs Mandy Braisted – Assistant Headteacher

Deputy Designated Safeguarding Leads

Ifield School

Mrs Maddie Arnold-Jones – Headteacher

Mr Paul Jackson – Deputy Director

Mrs Emma Dodd – Senior Assistant Headteacher

Mrs Susan High – Assistant Headteacher Primary

Mrs Suzann Mason Assistant Headteacher Secondary

Mrs Sam Hargood – Assistant Headteacher Sixth Form Lead

Designated Safeguarding Lead:

King's Farm Primary School

Mr Chris Jackson – Headteacher

Deputy Designated Safeguarding Leads

King's Farm Primary School

Mr Paul Jackson – Deputy Director

Mr Wayne Matthias – Inclusion Manager

Mrs Keyli Clarke – Family Support Worker

Mr Tony Pring – Assistant Headteacher

Mr Andrew Westlake – Assistant Headteacher

Mrs Jane Lazarus – Assistant Headteacher

Named Safeguarding Governors:

Mrs Kim Mitten and Clare Espline

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say that they have read and understood its content and Part 1, Keeping Children Safe in Education, September 2022.

This policy will be reviewed at least annually and / or following any updates to national and local guidance procedures.

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What to do if you have a welfare concern in The Cedar Federation

Why are you concerned?

- For example
 - Something a child has said – e.g. allegation of harm
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Act immediately and record your concerns (if urgent, speak to a DSL first)

- Follow the school procedure (Immediately record concerns and share with DSL)
 - 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

Ifield School: Mrs Mandy Braisted – Assistant Headteacher (DSL), Mrs Maddie Arnold-Jones – Headteacher, Mr Paul Jackson – Deputy Director, Mrs Emma Dodd – Senior Assistant Headteacher, Mrs Susan High – Assistant Headteacher Primary, Mrs Suzann Mason – Assistant Headteacher Secondary, Mrs Sam Hargood – Assistant Headteacher Sixth Form

King's Farm Primary School: Mr Chris Jackson – Headteacher (DSL), Mr Wayne Matthias – Inclusion Manager, Mrs Keyli Clarke – Family Support Worker, Mr Paul Jackson – Deputy Director, Mr Tony Pring – Assistant Headteacher, Mr Andrew Westlake – Assistant Headteacher, Mrs Jane Lazarus – Assistant Headteacher

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm. E.g. Are they safe to go home?
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. Internal or community services, LADO, Early Help Open Access, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Adviser (03000 412445) or Local Authority Social Worker at the Front Door.

If you are unhappy with the response Staff:

- Follow local escalation procedures
- Follow the Federation Whistleblowing Procedure
- Seek advice from the Education Safeguarding Team (03000 415788)
- Contact the Safeguarding Governor
- Contact the NSPCC Whistleblowing Line (0800 0280285)

Pupils and Parents:

- Follow school complaints procedures (available upon request from the school office and on school websites)

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 request further support (if necessary)

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

In the event of the DSL and all Deputy DSLs being unavailable at the school with a concern, please contact the DSL from the other school, either Ifield or King's Farm.

1. Introduction and ethos

- The Cedar Federation recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and pupils) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at Ifield School and King's Farm Primary School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- The Cedar Federation believe that the best interests of children always come first. All children (defined as those up to age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
- The Cedar Federation recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school, children are respected and encouraged to talk openly. We will ensure pupils wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.
- Our core safeguarding principles are:
 - **Prevention** (e.g. positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
 - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns);
 - **Support** (for all pupils, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm);
 - **Working with parents and other agencies** (to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise).
- The Cedar Federation expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third party agency staff and volunteers and are consistent with those outlined within KCSIE 2022.

2. Policy Context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
 - Keeping Children Safe in Education 2022 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' (2022)
 - Framework for the Assessment of Children in Need and their Families
 - [Kent and Medway Safeguarding Children Procedures](#) Early Years and Foundation Stage (EYFS) Framework
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- [The Cedar Federation](#) will continue to follow government guidance in response to the coronavirus (Covid-19) pandemic; regardless of the action required, our safeguarding principles will always remain the same. We will amend this policy and our approaches, as necessary.
- [The Cedar Federation](#) recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

3. Definition of safeguarding

- In line with KCSIE 2022, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - Protecting children from maltreatment;
 - Preventing impairment of children's mental and physical health or development;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best outcomes.
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Child-on-child abuse
 - Child abduction and community safety incidents
 - Children and the court system
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)

- Child Criminal Exploitation (CCE)
- Contextual Safeguarding (Risks outside the family home)
- County Lines and gangs
- Domestic Abuse
- 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
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Modern Slavery
- Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or “Sexting”
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
- Upskirting
- Violence against women

(Also see Part One and Annex B within ‘Keeping Children Safe in Education’ 2022)

4. Related safeguarding policies

This policy is one of a series in the school’s integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below.

- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- Data Protection and Information Sharing Policy
- Photographic Image Use Policy
- Relationships & Sex Education Policy
- Personal Care Policy
- Health and Safety Policy
- Attendance Policy
- Risk Assessment Policy
- First Aid Policy
- Managing Allegations Against Staff Policy
- Staff Discipline and Conduct Policy (including Acceptable Use of Technology/AUP)
- Whistleblowing Policy
- Supporting Pupils with Medical Needs Policy

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”
- Early Years Foundation Stage 2014 Welfare Requirements
- Teaching Assistant Standards (2016)
- Safer Recruitment
- Keeping Children Safe in Education, September 2022
- DfE guidance on Sexual violence and sexual harassment between children in schools and colleges

These documents can be found on the safeguarding display board in the school staffrooms. At Ifield School, all policies are available for inspection in the front office. At King’s Farm School, all policies are available for inspection in the staff room.

5. Policy Compliance, Monitoring & Review

- The Cedar Federation will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE 2022
Ifield School – All Staff are provided with Part One and Annex B
King’s Farm Primary School –All Staff are provided with Part one, Annex B and Part 5

At Ifield School, all policies are available for inspection in the front office and are available to access from staff areas of the shared drive. At King’s Farm School, all policies are available for inspection in the staff room or on the staff shared drive.

- Parents / carers can obtain a copy of the Safeguarding and Child Protection Policy and other related policies on request. Additionally, some of our policies can be viewed via the school websites.
 - <http://www.ifieldschool.com/page/?title=School+Policies&pid=21>
 - <http://www.kings-farm.kent.sch.uk/Policies/>
- The policy forms part of our school development plans and will be reviewed annually by the governing body which has responsibility for oversight of safeguarding and child protection systems.

- The Designated Safeguarding Lead and Headteachers will ensure regular reporting on safeguarding activity and systems 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.

6. Key responsibilities

- The Governing Body and leadership team have a strategic responsibility for the Cedar Federation's safeguarding arrangements and will comply with their duties under legislation.
- The Governing Body have regard to the KCSIE 2022 guidance and will ensure the policies, procedures and training is effective and complies with the law at all times.
- The Governing Body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.
- The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership (KSCMP).
- The Governing Body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The Cedar Federation has a nominated governor for safeguarding named on the front of this document. The nominated governor will support the DSL and have oversight in ensuring that both schools have an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies and structures to support the safeguarding of pupils are reviewed at least annually and when required.
- The Governing Body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and pupils regarding any safeguarding and welfare concerns.
- The Headteachers of the schools will ensure that the child protection and safeguarding policies and procedures adopted by the Governing Body, are understood, and followed by all staff.

6.1 Designated Safeguarding Lead (DSL)

- Each school has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL).

Designated Safeguarding Leads are:

- Ifield School – Assistant Headteacher, Mrs Mandy Braisted
- King's Farm School – Headteacher, Mr Chris Jackson

- Additionally, the schools have appointed Deputy DSLs who have delegated responsibilities and act in the DSLs absence.

Deputy Designated Safeguarding Leads are:

Ifield School

- Mrs Maddie Arnold-Jones– Headteacher
- Mr Paul Jackson – Deputy Director
- Mrs Emma Dodd – Senior Assistant Headteacher
- Mrs Susan High – Assistant Headteacher Primary
- Mrs Suzann Mason – Assistant Headteacher Secondary
- Mrs Sam Hargood – Assistant Headteacher Sixth Form

King's Farm Primary School

- Mr Paul Jackson – Deputy Director
 - Mr Wayne Matthias – Inclusion Manager
 - Mrs Keyli Clarke – Family Support Worker
 - Mr Tony Pring – Assistant Headteacher
 - Mr Andrew Westlake – Assistant Headteacher
 - Mrs Jane Lazarus – Assistant Headteacher
- The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems (including online safety) in school. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
 - The Headteachers of each school will be kept informed of any significant concerns by the DSL.
 - The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and pupils regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
 - It is the role of the DSL to carry out their functions as identified in Annex C of KCISE 2022. This includes but is not limited to:
 - Acting as the central contact point for all staff to discuss any safeguarding concerns.
 - Maintaining a confidential recording system for safeguarding and child protection concerns
 - Coordinating safeguarding action for individual pupils.
 - When supporting pupils with a social worker or looked after children the DSL should have the details of the pupil'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).
 - Liaising with other agencies and professionals in line with KCSIE 2022 and WTSC 2018
 - Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP), including referrals, are followed, as necessary.
 - Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
 - Managing and monitoring the school role in any multi-agency plan for a pupil.
 - Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.

- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection concerns that pupils, including pupils with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Informing the Headteacher of any significant safeguarding issues.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- Liaising with the [Headteacher](#) to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult ([PACE Code C 2019](#))

6.2 Members of staff

- Our staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- **All members of staff have a responsibility to:**
 - Provide a safe environment in which pupils can learn.
 - Be aware of the indicators of abuse and neglect so that they can identify cases of pupils who may need help or protection.
 - Know what to do if a pupil tells them that they are being abused, neglected or exploited and understand the impact abuse and neglect can have upon a pupil.
 - Be able to identify and act upon indicators that pupils are, or at risk of developing mental health issues.
 - Be prepared to identify pupils who may benefit from early help.
 - Understand the early help process and their role in it.
 - Understand the school safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - Know how to maintain an appropriate level of confidentiality.
 - Reassure pupils who report concerns that they are being taken seriously and that they will be supported and kept safe.
 - act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Staff at [Ifield or King's Farm Primary School](#) recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

- Staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, [our staff code of conduct and pupil/student behaviour policies](#).
-

6.3 Children and young people

- **Children and young people have a right to:**
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Contribute to the development of school safeguarding policies.
 - Receive support from a trusted adult.
 - Learn how to keep themselves safe, including online.

6.4 Parents and Carers

- **Parents/carers have a responsibility to:**
 - Understand and adhere the relevant school policies and procedures.
 - Talk about safeguarding with their children and support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm online
 - Seek help and support from the school, or other agencies.

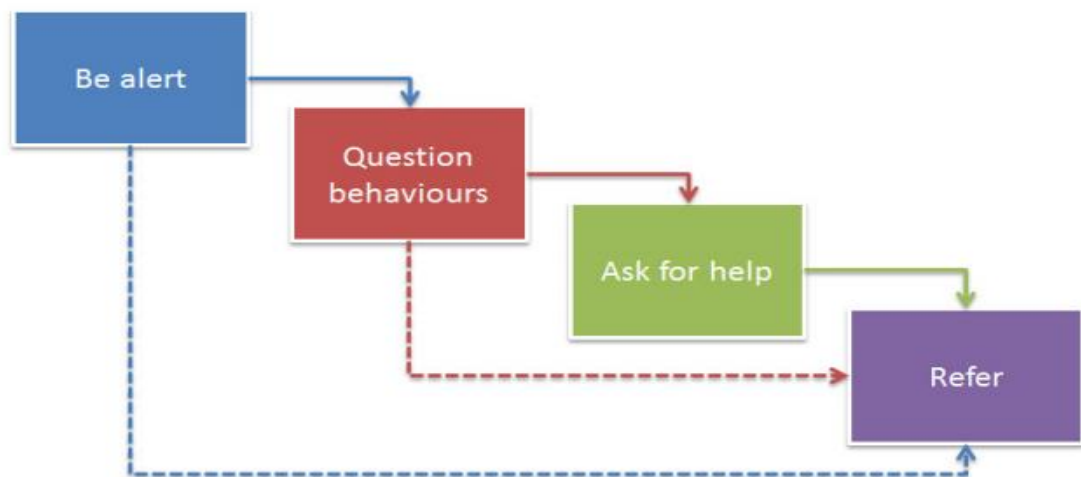
7. Recognising Indicators of Abuse and Neglect

- Staff will maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.
-
- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2022. This is outlined locally within the [Kent Support Levels Guidance](#).
- The Cedar Federation recognises that when assessing whether a pupil may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

For further information see Appendix 1

- The Cedar Federation recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

- The Cedar Federation recognises abuse, neglect, and safeguarding concerns are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple concerns will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.
- Parental behaviors can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Pupils may report abuse happening to themselves, their peers or their family members. All reports made by pupils to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the school. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- [The Cedar Federation](#) recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- By understanding the indicators of abuse and neglect, we can respond to concerns as early as possible and provide the right support and services for the pupil and their family.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a pupil:



'What to do if you are worried a child is being abused' 2015

- In all cases, if staff are unsure, they will always speak to the DSL (or deputy).
- The Cedar Federation recognises that some pupils have additional or complex needs and may require access to intensive or specialist services to support them.

- If deemed necessary by the Headteacher of each school or by staff authorised by the Headteachers of each school following a concern about a pupil's safety or welfare, the searching and screening of pupils and confiscation of any items, including electronic devices, will be managed in line with the school's 'Searching, Screening and Confiscation' policy and behaviour policy, which is informed by the DfE ['Searching, screening and confiscation at school'](#) guidance.
 - The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a [pupil/student](#) was in possession of a prohibited item as listed in our behaviour policy. The DSL (or deputy) will then consider the circumstances of the [pupil/student](#) who has been searched to assess the incident against any potential wider safeguarding concerns.
 - Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

8. Responding to Child Protection Concerns

- If staff are made aware of a child protection concern, they are expected to:
 - listen carefully to child, reflecting back the concern.
 - use the child's language.
 - be non-judgmental.
 - avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example who, what, where, when or Tell, Explain, Describe (TED).
 - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
 - be clear about boundaries and how the report will be progressed.
 - record the concern using the facts as the child presents them, in line with [school](#) record keeping requirements.
 - inform the DSL (or deputy), as soon as practically possible.

- If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy).

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from Education Safeguarding Service or via consultation with a social worker from the Front Door Service. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

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

- The Cedar Federation will respond to concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).

- The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk
 - Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and/or Children's Social Work Services as part of Integrated Children's Services (ICS) in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'request for support' will be made immediately to Integrated Children's Services (via the 'Front Door') and/or the police, in line with KSCMP procedures.
 - The Cedar Federation recognises that in situations where there are immediate child protection concerns for a pupil as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.
 - The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.
 - They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a pupil at risk of harm or would undermine a criminal investigation.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Where it is identified a child may benefit from Early Help support (as provided by ICS), the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.
 - The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is deteriorating.
- If, after a request for support or any other planned external intervention, a pupil's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the pupil's situation improves. DSLs may request support with this via the Education Safeguarding Service.
- The Cedar Federation is an [Operation Encompass School](#). This means both schools work in partnership with Kent Police to provide support to pupils experiencing domestic abuse.

9. Recording Concerns

- All safeguarding concerns, discussions and decisions and reasons for those decisions, will be recorded on My Concern for Ifield School or in writing on the school safeguarding incident concern form for Ifield Sixth Form and King's Farm School and passed without delay to the DSL. A body map will be completed if injuries have been observed.

- Safeguarding concern forms are kept in a folder in the medical room at Ifield Sixth Form and on the shared area on the staff network. For King's Farm Primary School, these forms are stored in the staffroom and filed in the Inclusion Manager's office.
- Records will be completed as soon as possible after the incident/event, using the pupil's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent [school/college](#), under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained
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- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new educational setting in advance of a pupil leaving, for example, information that would allow the new educational setting to continue to provide support.
- Where the school receives child protection files from another setting, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.
- Where a [pupil](#) joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the [pupil](#), and if so, if the files have been sent

10. Multi-agency working

- [The Cedar Federation](#) recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the [KSCMP](#) multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

- The [School](#) leadership team, [governing body/proprietor](#) and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.
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- The Cedar Federation recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The [School](#) will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- The [headteacher](#) and DSL are aware of the requirement for children to have an Appropriate Adult ([PACE Code C 2019](#)) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our [school/college 'Searching, Screening and Confiscation' policy and/or behaviour policy](#), which is informed by the DfE ['Searching, screening and confiscation at school'](#) guidance.

11. Confidentiality and information sharing

- The Cedar Federation recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2022.
- Ifield School and King's Farm Primary School have an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our schools are compliant with all matters relating to confidentiality and information sharing requirements. DPO services are purchased through SPS SPO Services, iSystems Integration, Devonshire House, 29-31 Elmfield Road, Bromley, Kent, BR1 1L.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2021). DfE ["Information sharing advice for safeguarding practitioners"](#) (2018) provides further detail. This can be found in the staffroom and school office at Ifield School. At King's Farm School this can be found in the family support worker's office.
- The Headteachers of each school and DSLs will disclose relevant safeguarding information about a pupil with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a pupil's safety or wellbeing.

12. Complaints

- All members of the school community should feel able to raise or report any concerns about pupil's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, pupils and members of staff and visitors who wish to report concerns or complaints. This can be found in the school office and on both school websites.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- 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.
- The leadership team at the Cedar Federation will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with 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 in the school office.

13. Specific Safeguarding Issues

The Cedar Federation is aware of the range of specific safeguarding issues and situations that can put pupils at greater risk of harm. In addition to Part One, DSLs, school leaders and staff who work directly with pupils will read annex B of KCSIE 2022 which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 8 of this policy and speak with the DSL or a deputy.

14. Child-on-child abuse

- All members of staff at the Cedar Federation recognise that children can abuse other children (referred to as child-on-child abuse, previously known as peer-on-peer abuse), and that it can happen both inside and outside of school and online.
- Both schools recognise that Child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - abuse in intimate personal relationships between children
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - initiation/hazing type violence and rituals
- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE 2022
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 - The Cedar Federation believes that abuse is abuse and it will never be tolerated or dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.
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 - Both schools recognise that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place.
 - All staff have a role to play in challenging inappropriate behaviours between Children. Staff recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
 - The Cedar Federation recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse
 - The Cedar Federation recognises youth produced sexual imagery (also known as “sexting”) as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
 - We will follow the advice as set out in the non-statutory UKCIS guidance: [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](#) and the local [KSCMP](#) guidance: “Responding to youth produced sexual imagery”.
 - When responding to concerns relating to child on child sexual violence or harassment, Ifield School and King’s Farm Primary School will follow guidance outlined in part five of KCSIE 2022 and [‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’](#).
 - Concerns about a pupil’s behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils and parents/carers. Offsite

behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises e.g. when pupils are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

- In order to minimise the risk of peer-on-peer abuse, The Cedar Federation will implement a robust anti-bullying policy. Both schools will ensure that differentiated and ability appropriate online safety education, access and support is provided to vulnerable pupils. The curriculum is highly personalised, differentiated and adapted according to individual pupils needs. Acceptable Use Statements are available in symbol format to aid communication.
- The Cedar Federation want pupils to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of Child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour. Pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported with pastoral support and by working with parents / carers, and in cases of sexual assault, informing the police and Front Door.
 - Close liaison with Gravesham area DSLs through virtual meetings facilitates the identification of appropriate local services.

15. Child on Child Sexual Violence or Harassment

- When responding to concerns relating to child on child sexual violence or harassment, The Cedar Federation will follow the guidance outlined in Part Five of KCSIE 2022 and the DfE [‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’](#) guidance.
- The Cedar Federation recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of ‘it could happen here.’
- [The Cedar Federation](#) recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the [school/college](#) will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example [anti-bullying, behaviour, child protection, online safety](#)

- [The Cedar Federation](#) recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to [pupils/students](#) that avoids alarming or distressing them.
- [The Cedar Federation](#) recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
 - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services and/or the Police.
 - The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, or the Cedar Federation staff, and any other related issues or wider context.
- The [school](#) will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.
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- If at any stage the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

16. Nude and/or Semi-Nude Image sharing by children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance](#) outlines how schools should respond to all incidents of consensual and non-consensual image sharing, and should be read and understood by DSLs working with all age groups.

- The Cedar Federation recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or “sexting”) can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:
 - Report any concerns to the DSL immediately.
 - Never view, copy, print, share, forward, store or save the imagery, or ask a pupil to share or download it – this may be illegal. If staff have already inadvertently viewed the imagery, this will be immediately reported to the DSL.
 - Not delete the imagery or ask the pupil to delete it.
 - Not say or do anything to blame or shame any pupils involved.
 - Explain to pupil(s) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
 - Not ask the pupil or pupils involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the pupil(s) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.
- DSLs will respond to concerns in line with the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)’ and the local [KSCMP](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
 - the DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any pupil involved. This may mean speaking with relevant staff and the pupils involved as appropriate.
 - parents and carers will be informed at an early stage and be involved in the process to best support pupils, unless there is good reason to believe that involving them would put a pupil at risk of harm.
 - All decisions and action taken will be recorded in line with our child protection procedures.
 - a referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a pupil has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the pupil or they have special educational needs.
 - the image/videos involve sexual acts and a pupil under the age of 13, depict sexual acts which are unusual for the pupil’s developmental stage, or are violent.
 - a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
 - The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

17. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- The Cedar Federation recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the

victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

- **The Cedar Federation** recognises that children can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).
- **The Cedar Federation** recognises that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.
- If staff are concerned that a pupil may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

Serious Violence

- All staff are made aware of the indicators which may signal that a pupil is at risk from or is involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.
 - The initial response to child victims is important and staff will take any allegations seriously and work in ways that support pupils and keep them safe.

18. So-called Honour Based Abuse

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.

- Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.
 - If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

19. Preventing radicalisation

Preventing radicalisation

- The Cedar Federation is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.
- Both schools recognise that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the [local procedures](#) to follow. If there is an immediate threat, the police will be contacted via 999.

Cybercrime

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

Domestic abuse

- [The Cedar Federation](#) recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children’s health, well-being, development, and ability to learn.

- [The Cedar Federation](#) is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

Mental health

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

20. Supporting Children Potentially at Greater Risk of Harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- The Cedar Federation acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Both schools recognise that pupils with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Pupils with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the pupil's disability. Staff will be mindful that pupils with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that pupils with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

- To address these additional challenges, the Cedar Federation will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENCO to plan support as required.

Children Requiring Mental Health Support

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that pupil's experiences, for example where pupils have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Children Missing from Education

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
- Where possible, the [school/college](#) will hold more than one emergency contact number for each [pupil/student](#) so we have additional options to make contact with a responsible adult if a child missing education is also identified as being a welfare and/or safeguarding concern.
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- Where the school has a concern that a child is missing from education, it will respond in line with the statutory duties and local policies. Local support is available via the [PRU, Inclusion and Attendance Service \(PIAS\)](#).

Elective Home Education (EHE)

- Where a parent/carer expresses their intention to remove a pupil from school with a view to educating at home, we will respond in line with [national Elective Home Education guidance](#) and local [Kent guidance](#) and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the pupil.

Children who need a Social Worker

- The DSL will hold details of social workers working with pupils in school so that decisions can be made in the best interests of the pupil's safety, welfare, and educational outcomes.

- Where pupils have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

Looked after children, previously looked after children and care leavers

- The Cedar Federation recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.
- Each school has appointed a '[designated teacher](#)' who works with local authorities to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.
- The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.
- Where the school believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the front door.
- Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern

Children who are Lesbian, Gay, Bi, or Trans (LGBT)

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, however, The Cedar Federation recognises that children who are LGBT or are perceived by other children to be LGBT (whether they are or not) can be targeted by other children or others within the wider community.
- [The Cedar Federation](#) recognises risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT is included within our [Relationships Education/ Relationship and Sex Education and Health Education](#) curriculum and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

21. Online Safety

- The Cedar Federation will do all it reasonably can to limit pupils' exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.

- The Cedar Federation identifies that the breadth of concerns classified within online safety is considerable, but can be categorised into four areas of risk:
 - content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
 - commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If the Cedar Federation feels their pupils or staff are at risk, this will be reported to the Anti-Phishing Working Group (<https://apwg.org/>).
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- The Cedar Federation uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, learning platform and email systems.
 - All school owned devices and systems will be used in accordance with acceptable use policies and with appropriate safety and security measures in place.
- The Cedar Federation recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2022 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community.
 - Further information regarding the specific approaches relating to this can be found in the schools Online Safety Policy, Acceptable Use Policy and Photographic Image Use Policy which can be found in the main school office at Ifield School and in the staffroom at King's Farm School.

Information Security and Access Management

- The Cedar Federation is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and pupils. This is covered in the Acceptable Use and Online Safety policies.
- The Cedar Federation will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.
- The Cedar Federation will do all we reasonably can to limit pupil's exposure to online risks through the school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - Website filtering and screening is covered by Smoothwall and Net Support DNA Console and is used in both schools.
 - If pupils or staff discover unsuitable sites or material, they are required to turn off the screen / monitor, report the concern immediately to the DSL and report the

URL of the site to the DSL. The breach will be recorded and escalated as appropriate. Parents/carers will be informed of filtering breaches involving their child. Any material that either school believes is illegal will be reported immediately to the appropriate agencies, such as: IWF, Kent Police or CEOP.

- All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL, Headteacher and IT staff, as appropriate.
 - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
 - When implementing appropriate filtering and monitoring, The Cedar Federation will ensure that “over blocking” does not lead to unreasonable restrictions as to what pupils can be taught with regards to online teaching and safeguarding.
- The Cedar Federation acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our approach to online safety.
 - Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
 - The DSL will respond to online safety concerns in line with the safeguarding and child protection and other associated policies such as online safety, anti-bullying and behaviour.

Staff Training

- The Cedar Federation will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of both school’s overarching safeguarding approach.

Educating Learners

- The Cedar Federation will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

Working with Parents/Carers

- The Cedar Federation will build a partnership approach to online safety and will support parents / carers to become aware and alert by providing information on the school website and within school newsletters.

Remote Learning

- The Cedar Federation will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with pupils and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Microsoft Teams, Skype for Business or equivalent.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff, pupils and parents will engage with remote teaching and learning in line with existing behaviour principles as set out in both school's behaviour and wellbeing policy / code of conduct and acceptable use policies.
- Staff and pupils will be encouraged to report concerns experienced at home and concerns will be responded to in line with our safeguarding child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents / carers will be made aware of what their children are being asked to learn online, including the sites they will be asked to access. Ifield School and King's Farm Primary School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

22. Staff induction, awareness and training

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2022) which covers safeguarding information for all staff.
 - School leaders, including the DSL will read KCSIE in its entirety.
 - School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2022.
 - All members of staff have signed to confirm that they have read and understood KCSIE. These records are kept in the school office at Ifield School and in the Family Support Worker's office at King's Farm school.
- The DSLs will ensure that all new staff and volunteers (including agency and third-party staff and temporary staff) receive safeguarding and child protection training (including online safety) to ensure they are aware of the school's internal safeguarding processes as part of their induction. This training is delivered specifically by the DSL.
- All staff members (including agency and third-party staff and temporary staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues. This training will be updated at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be achieved through additional training throughout the year such as monthly safeguarding newsletters, online training and video

training. Safeguarding will be a standing agenda item for whole school briefings, teacher meetings, Teaching Assistant briefings and ELT meetings. Induction training will take place for new members of staff led by the DSLs.

- All staff members (including agency and third-party staff and temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy.
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies. This will be facilitated through regular safeguarding meetings where all DSLs can discuss concerns arising and review elements of the safeguarding policy. Feedback from staff in teacher meetings will be minuted and reviewed where this relates to the safeguarding policies or adaptations to procedures.
- The DSLs and Headteachers of each school, will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.
- Although the school has a nominated lead for the governing body (Mr Andrew Sparks and Miss Clare Espline), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

23. Safe working practice

- All members of staff are required to work within clear guidelines on Safe Working Practice as outlined in the federation Code of Conduct.
- The DSLs will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of the school's expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).
- Staff will be made aware of the school's behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all pupils. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social network sites etc.) Staff will adhere to relevant school policies including staff code of conduct, online safety and Acceptable Use policies.

24. 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.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

- Both schools 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.
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSLs will also signpost staff to 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.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.
- The schools provide a termly Supervision Surgery for all staff to share any concerns or issues they may have.

25. Safer recruitment

- The Cedar Federation is committed to ensure that a safe culture is developed and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and staff.
- Ifield School and King's Farm Primary School will follow relevant guidance in Keeping Children Safe in Education 2022 (part three 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- The Governing Body and Leadership Team are responsible for ensuring that the schools follow safe recruitment processes outlined within guidance.
- The Cedar Federation maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- Both schools are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- All staff are to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings.
- The Cedar Federation ensures that all staff and volunteers have read the staff code of conduct and staff handbook and understand that their behaviour and practice must be in line with the expectations.
- Where either school places a pupil with an alternative provision provider, the school will continue to be responsible for the safeguarding of that pupil. Both schools will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written

confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

- Where the school organises work experience placements, they will follow the advice and guidance as identified in part three of KCSIE 2022.

26. Allegations against members of staff and volunteers

- Both school will respond to allegations in line with the [local Kent allegations arrangements](#) and [KCSIE 2022](#). In depth information can be found within our 'Managing Allegations against Staff' and staff Discipline and Conduct policy. This can be found in the school reception and online in the staff shared area.
- Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of either school from potential false allegations or misunderstandings.
- Where the Headteacher is unsure how to respond, for example if the school is unsure if a concern meets the harm 'thresholds', advice will be sought via the [Local Authority Designated Officer](#) (LADO) Enquiry Line and/or the [Education Safeguarding Service](#).
- In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the [headteachers/principals](#) (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.
-

Concerns that meet the 'harm threshold'

- The Cedar Federation recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with pupils in a school. This includes when someone has
 - behaved in a way that has harmed a child, or may have harmed a child and/or
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Allegations against staff which meet this threshold will be referred immediately to the Headteacher who will contact the [LADO](#) to agree further action to be taken in respect of the pupil and staff member. In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

Concerns that do not meet the 'harm threshold' – "Low Level Concerns"

- The Cedar Federation may also need to take action in response to 'low-level' concerns about staff, as outlined in part 4 of KCSIE 2022. Typically these would be behaviours which are inconsistent with the school's staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold but cause staff

unease around the behaviour. The purpose of reporting “low level concerns” is to support staff to identify actions that can range from inadvertent or thoughtless actions to those acts that are inconsistent with the values and ethos of the Cedar Federation.

- Where low-level concerns are reported by an external agency, parent/ carer or member of the public, the Headteacher will share or liaise with the LADO enquiries officer via the [LADO Enquiry Line](#).
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, either school will implement appropriate action, for example consulting with [the LADO enquiry line](#) and following the Cedar Federation’s disciplinary procedures.
- Additional information regarding low-level concerns is contained within our Staff Discipline and Code of Conduct policy this includes what a low-level concern is and the importance of sharing them.
- Examples of such conduct could include, but are not limited to:
 - being over friendly with pupils;
 - having favourites;
 - taking photographs of pupils on their mobile phone;
 - engaging with a pupil on a one-to-one basis in a secluded area or behind a closed door; or,
 - using inappropriate sexualised, intimidating or offensive language

Safe Culture

- As part of the Cedar Federation’s approach to safeguarding, both schools have created and embedded a culture of openness, trust and transparency in which the Federation values and expected behaviour as set out in the Staff Discipline and Code of Conduct Policy are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.
- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
-
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team will take all concerns or allegations received seriously.
- All members of staff are made aware of the school’s Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a pupil at risk.
- Staff can 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

- The Cedar Federation 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 either 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.

27. Opportunities to teach safeguarding

- The Cedar Federation will ensure that pupils are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships and Sex Education.
- The Cedar Federation recognises that both schools play an essential role in helping pupils 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. Both school's curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
 - [The Cedar Federation](#) recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole-school/college approach which prepares [pupils/students](#) for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
 - [The Cedar Federation has](#) a clear set of values and standards, upheld and demonstrated throughout all aspects of [school/college](#) life which are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate.
-
- The Cedar Federation recognises that a one size fits all approach may not be appropriate for all pupils, and a more personalised or contextualised approach for more vulnerable pupils, victims of abuse and some pupils with SEND might be needed.
- Both school systems support pupils to talk to a range of staff. Pupils will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

28. Physical Safety

Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard pupils from harm. Further information regarding approaches and expectations

can be found in both school's behaviour policies and is in line with the DfE '[Use of reasonable force in schools](#)' guidance..

The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Headteachers of each school and the 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, an application to use the premises will be refused.
- Safeguarding requirements will be included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

Site Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns. Staff and visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers visiting either school as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on either of the school sites.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Both schools will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (pupil 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.

29. Local support

- All members of staff in The Cedar Federation are made aware of local support available
 - **Area Safeguarding Adviser (Education Safeguarding Team)**
 - www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
 - Gravesham area office: 03000 412445
 - **Online Safety in the Education Safeguarding Team**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
 - Emma Jenkins, Online Safety Development Officer
 - 03000 415797
 - esafetyofficer@theeducationpeople.org (non-urgent issues only)
 - **LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk

- **Integrated Children's Services**
 - Front Door: 03000 411111
 - Out of Hours Number: 03000 419191
- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
- **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126
- **Adult Safeguarding**
 - Adult Social Care via 03000 416161 (text relay 18001 03000 416161) or email social.services@kent.gov.uk
- **Early Help and Preventative Services**
 - earlyhelp@kent.gov.uk
 - 03000 419222
- **Kent Prevent Education Officer**
 - 03000 413439

The Cedar Federation is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in the Federation.

SINGLE EQUALITIES SCHEME IMPACT ASSESSMENT

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Reviewed Date: Autumn 2022

Review Date: Autumn 2023

Signed by Chair of Governors:.....

Signed by Headteacher of Ifield School:.....

Signed by Headteacher of King's Farm Primary School:

Signed by Chair of Teaching, Learning & Assessment Committee:

Appendix 1: What school staff should look out for (See Keeping Children Safe in Education 2022 – Part 1)

Early help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child and
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and neglect

All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect (see paragraphs 26-30), and specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see paragraphs 32-39) so that staff are able to identify cases of children who may be in need of help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead, or deputy.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the

non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Indicators of abuse and neglect

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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 from 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.

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, for example, 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.

Appendix 2

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.

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
- 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 3: National Support Organisations

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

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

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

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

Support for adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk

- Respect Phonenumber: www.respectphoneline.org.uk

Honour based Abuse

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Criminal and Sexual Exploitation

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

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

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/online-safety and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Radicalisation and hate

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

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Appendix 4: Further Safeguarding Information (See Annex B of Keeping Children Safe in Education 2022)

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-

based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;

- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or

being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)
- [Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\)](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help

including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

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 good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

Forced marriage

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at <https://www.gov.uk/guidance/forced-marriage>. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

Preventing radicalization

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads and other senior leaders in colleges should

familiar themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

Additional support

The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent

Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

child on child abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It **can** happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that

B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- 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 nude and semi-nude images and/or videos. As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; or sexual exploitation; coercion and threats

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Appendix 5: 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.kscmp.org.uk

6. Relax

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

APPENDIX 6 My Concern – ONLINE

*****TO BE COMPLETED ONLINE*****

Report a Concern

Name(s) of Pupil(s)

Please enter at least 3 characters to search

ⓘ Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary

e.g. Injury - Megan arrived at School this morning with a badly bruised right eye.

Concern Date/Time

DD/MM/YYYY HH:mm

Details of Concern

There is no need to repeat the Concern Summary.

Location of Incident

Not Applicable

Action Taken

Attachment

Select File

ⓘ Please attach any media that is relevant to this concern.

Submit Concern

Appendix 7 – Ifield School Staff Guidance

****TO BE UPDATED****

What to do if you are concerned for a child:

If you are concerned about a pupil but are unsure whether it is a safeguarding issue, please report your concerns to the DSL.

Please complete a Safeguarding Incident/Concern form (yellow) which can be found in the staffroom and hand this into the DSL without delay.

What to do if a pupil starts to disclose abuse:

DO:

- Reassure the child that he/she is right to tell and is not to blame
- Make sure they feel secure and safe and explain what you are going to do next
- Record as much as you can remember, using the child's own words. Include the date and time of disclosure and sign it. Records are kept securely by the DSL.

DO NOT:

- Promise to keep it a secret. You have to make sure the child is safe and may need to ask other adults to help you do this.
- Question the child: let him/her tell you what he/she wants to tell you and no more
- Carry out an investigation into an allegation—this is not your role.

TED

Tell
Explain
Describe

Ifield School Safeguarding Team

Mr J White	Designated Safeguarding Lead Assistant Headteacher
Mrs A Birch	Deputy Designated Safeguarding Lead Executive Headteacher
Miss M Jones	Deputy Designated Safeguarding Lead Head of School
Mr P Jackson	Deputy Designated Safeguarding Lead Deputy Director
Mrs E Dodd	Deputy Designated Safeguarding Lead Assistant Headteacher
Mrs S Hargood	Deputy Designated Safeguarding Lead Key Stage 4 Lead
Miss D Moore	Deputy Designated Safeguarding Lead Head of Sixth Form and LINK19
Mrs G Cullen	Deputy Designated Safeguarding Lead Key Stage 5 Lead
Mr Andrew Sparks	Named Safeguarding Governor

Allegations against Staff

Any allegation made against a member of staff must be reported immediately to the DSL to determine how the matter should be investigated in consultation with the LADO

Useful Contacts

Social Services Central Duty Team

03000 41 11 11

Out of Office Hours

03000 41 91 91

IFIELD SCHOOL SAFEGUARDING CHILDREN AND CHILD PROTECTION

Induction Leaflet Guidelines for School Staff & Visitors

These guidelines for staff in schools have been produced by KCC's Education Safeguarding Team to provide information about child protection and the procedures that must be observed. All staff will read, understand and have a copy of Part 1 of Keeping Children Safe in Education (KCSIE) 2021.

The protection of children in Kent is overseen by the Kent Safeguarding Children Board (KSCB). You should be aware of and have reference to the Kent and Medway Safeguarding Children Procedures. This guidance is consistent with the DfE guidance *Working Together to Safeguard Children* (2018). The online procedures manual can be found on the KSCB website: www.kscb.org.uk.

The full extent of child abuse is not easily quantified. Research indicates that children are reluctant to report abuse, particularly if it is happening within their family. Abusers come from all walks of life; they may be parents, a trusted adult, a professional or another child.

Everybody who works with children has a duty to help protect them from abuse. All staff must know how to recognise possible abuse both within the setting and externally. You should be familiar with the processes of recording information in your setting and making referrals to Early Help, Specialist Children's Services and the Police.

Every school is required by the KCSIE 2021 to have a Designated Safeguarding Lead (DSL) and deputy to ensure there is always someone available to discuss child protection concerns.

Introduction

Ifield School is committed to creating and maintaining a safe and positive environment for all young people and accepts the responsibility to help safeguard and protect them from harm.

The school's Child Protection and Safeguarding Policy is available at Reception and on the Staff Resources drive. All staff should read part 1 of Keeping Children Safe in Education 2020—provided in your Welcome Pack—and sign the register held in Reception to confirm that you have read and understood this document.

Indicators of Abuse

Child Abuse can present in many different ways; there may be physical evidence, such as: marks, bruises or weight loss. Or there may be behavioural evidence such as: reluctance to change for P.E, becoming aggressive or withdrawn, or a change in normal behaviour.

You may also notice changes in a child's presentation, friendships or ability to concentrate etc. A child may choose to disclose abuse; this may be directly, by telling you what happened or indirectly, by telling friends or by asking for advice about a situation involving another person.

Staff may also notice concerns and behaviour changes in adults within the setting, including, staff or parents/carers. We ask that you be curious, record and report anything which may worry you to the DSL.

Referring to Early Help and Specialist Children's Services

The new Children's Services Integrated Front Door brings together the Central Duty Team and Early Help Triage. If a child or family needs to be referred to Early Help or Children's Social Services, the DSL will ensure that a **Single Request for Support Form** is completed as appropriate via the new integrated Front Door system.

This form can be downloaded from the Child Protection and Safeguarding web page: www.kelsi.org.uk or www.kscb.org.uk

Types of Abuse

Physical abuse:

Can range from: over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive; some may be clearly premeditated with intent to cause harm.

Neglect:

Can range from: ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family. Unborn babies may now be regarded as suffering neglect due to maternal substance misuse.

Sexual Abuse:

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by in our society. This includes: inappropriate touching taking of obscene photographs, producing/trading in indecent images of children (including via the Internet), as well as attempted or actual sexual intercourse; adverse effects may endure into adulthood. Sexual abuse can be carried out by women and other children as well as men.

Emotional Abuse:

Ranges from rejection, refusing to show a child love or affection, making a child unhappy by continually belittling her/him or verbally abusing her/him. It has an important impact on a developing child's mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems of or a child's parents do not obscure professional views of their child's emotional development. Serious bullying, causing a child to feel frightened or in danger may be regarded as emotional abuse.

Other Safeguarding Risks:

Our staff are aware of a range of other safeguarding concerns, including: Child Sexual exploitation (CSE), Radicalisation and extremism (The Prevent Agenda) and Honour based violence (including Female Genital Mutilation). More information can be found at: www.kelsi.org.uk/child-protection-and-safeguarding






We have a duty to report directly to the Police.

Online Safety:

The internet and related technologies provide wonderful opportunities for creativity, learning and communication. However, our setting recognises that there are also risks associated with this, including: sexual grooming, abuse and exploitation, cyberbullying and exposure to inappropriate material.

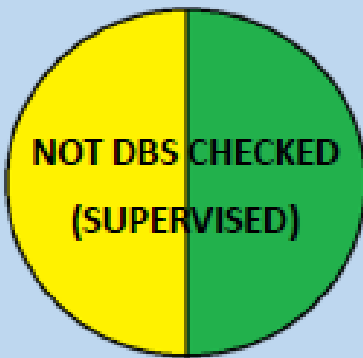
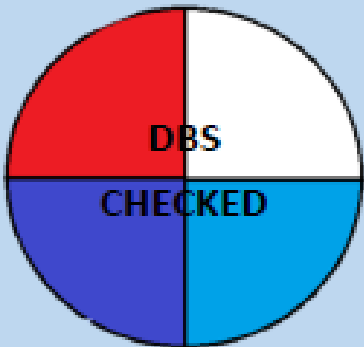
Online Safety is viewed as part of our schools safeguarding role and responsibility. Members of staff are made aware of the schools online safety policy and procedures, including our acceptable use of technology expectations regarding communication and use of social media. In this school staff and pupil website searches are monitored and reported to SLT daily.

Further advice regarding online safety can be found at: www.e-safety.org.uk



SAFEGUARDING NOTICE

Coloured Lanyards



- All staff wear ID badges with a red, white or blue staff lanyard.
- All visitors who are DBS checked wear a RED lanyard.
- All visitors who are not DBS checked wear a YELLOW lanyard or a visitor sticker and must be accompanied by a staff member at all times.
- All work Experience Students wear a GREEN lanyard and should be supervised by a member of staff at all times.
- Governors wear a NAVY BLUE lanyard and are all DBS checked.
- If you see someone with a YELLOW lanyard or a visitor sticker and they are unaccompanied, please stop and ask them who they are and accompany them to where they are going. Ensure you hand them over to another member of staff.
- Please remember our Whistleblowing Policy at all times whatever the lanyard colour.

Appendix 9

KING'S FARM PRIMARY SCHOOL

SAFEGUARDING RECORD FRONT SHEET

Pupil name:	Date of Birth:
Any other name by which child is known:	
Home address:	Current address (if different)
Telephone no:	

Family members i.e. parents/carers/siblings

Name	Relationship	Address	School details

Date file started:
Are records held in school relating to other connected children?

Contact details of other professionals

Name	Agency	Address

KING'S FARM PRIMARY SCHOOL

CHRONOLOGY

Pupil Name:		Date of Birth:
DATE	INCIDENT/EVENT	SIGNATURE



King's Farm Primary School

Cedar Avenue
Gravesend
Kent DA12 5JT

Tel: 01474 566979

Fax: 01474 567767

Email: office@kings-farm.kent.sch.uk

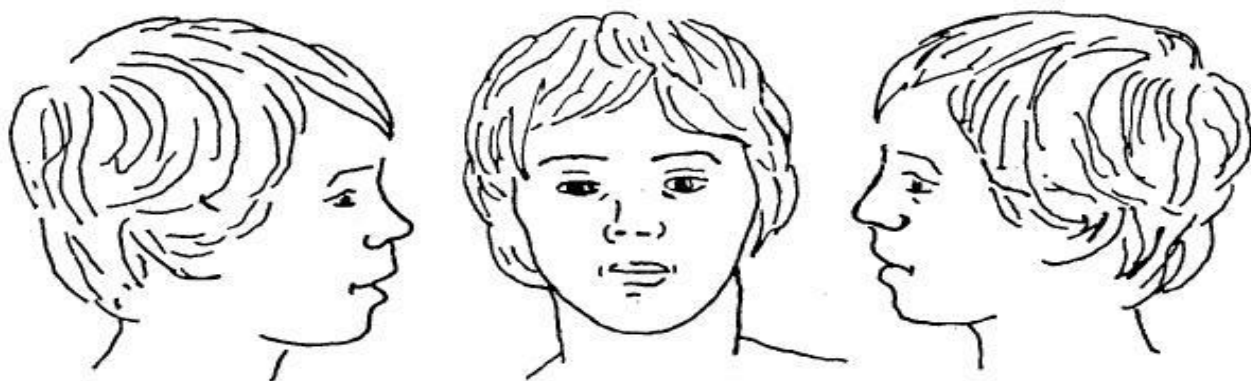
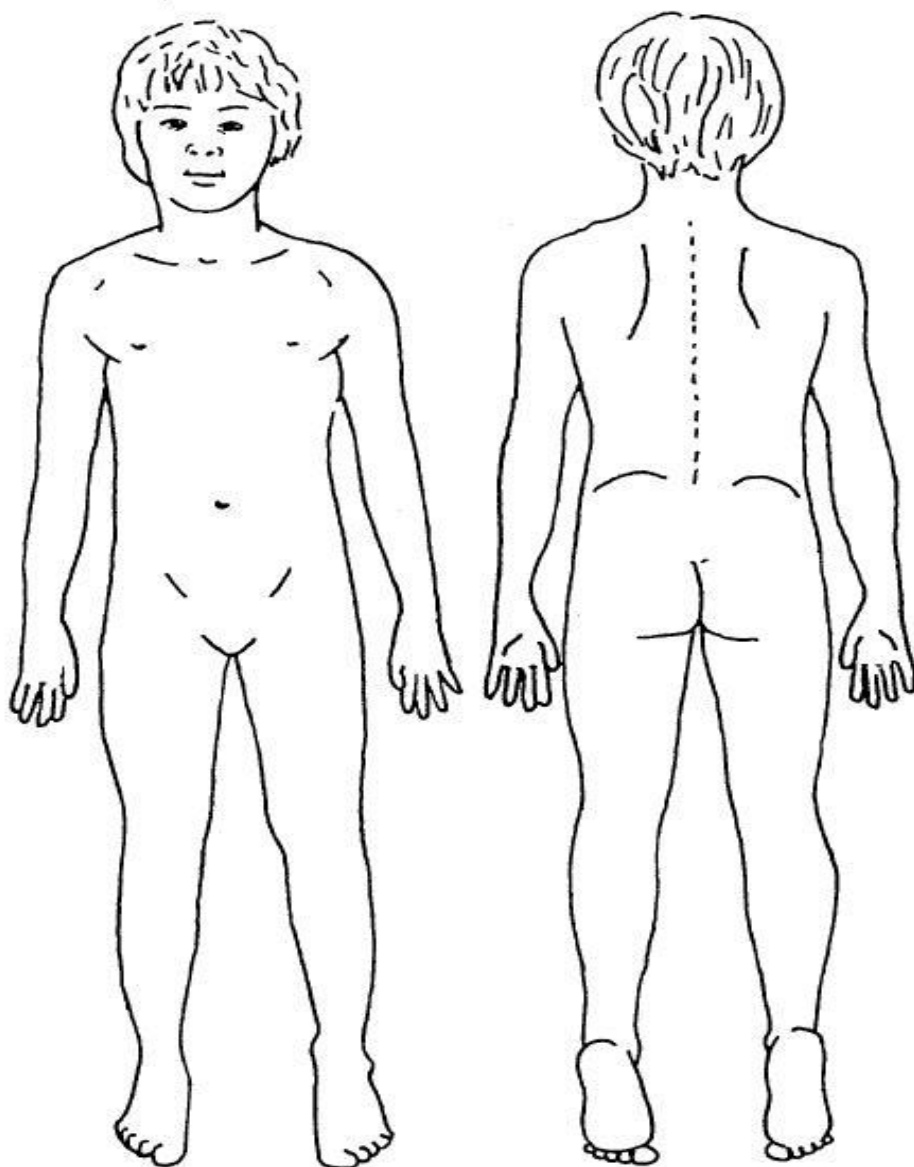
Website: www.kings-farm.kent.sch.uk

Headteacher: Mr Chris Jackson

SAFEGUARDING INCIDENT/CONCERN FORM

Pupil / Child Name:	DOB and Year Group / Class:
Name & Position of person completing form (please print)	
Date of incident / concern: (DD MM YY)	
Any other relevant information (Witnesses, immediate action taken)	
Signature: (Name of member of staff)	Date form completed (DD MM YY)
Role:	
Action Taken (Including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL)	
Signature of DSL:	Date: (DD MM YY)
Signature of Lead DSL: (if appropriate)	Date: (DD MM YY)

*continue on a separate sheet if necessary



Appendix 10



KENT SUPPORT LEVELS GUIDANCE SHEET

2

UNIVERSAL SUPPORT LEVEL 1	ADDITIONAL SUPPORT LEVEL 2	INTENSIVE SUPPORT LEVEL 3	SPECIALIST SUPPORT LEVEL 4
<p>Universal services are provided to or are routinely available to all children and families. These services are accessed in the local community and delivered by partners including schools, GPs, hospitals, community health services, children's centres, youth hubs, police, fire service and voluntary and community groups</p>	<p>Children and families with additional needs who require extra help to improve education, parenting, behaviour or to meet specific health needs. These needs can be met by universal services working together or with the addition of some targeted services</p>	<p>Intensive support can be offered to children and families where they have complex or multiple needs requiring local authority services to work together with universal services to assess, plan and work with the family to bring about positive change. Includes Intensive Family Support Early Help and/or Child in Need services</p>	<p>Children who are considered to have been harmed or are likely to suffer significant harm as a result of abuse or neglect/ removal from home/or will suffer serious lasting impairment without the intervention of local authority statutory services under high level concern Child in Need (CIN) or high-risk Child Protection (CP) Services and Specialist Youth Justice work.</p> <p>Children whose disability affects all aspects of development.</p>
<p><u>If you require support for a child or family at this Support Level, here are some questions to ask yourself;</u></p> <p><u>What support is needed and where can I get this?</u> The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide some extra support or it may be that you can signpost the family to another agency.</p> <p><u>Are the family requesting support?</u></p> <p>Yes—discuss support required and gain consent</p> <p><u>What support is needed and where can I get this?</u> The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide some extra support or it may be that you can signpost the family to another agency</p> <p><u>Have I tried all my resources?</u></p> <p>All your inhouse resources should be tried before considering involving another agency.</p> <p><u>What other services can I contact locally for support, have I tried all these?</u></p> <p>Please check online for other services in your local area.</p> <p><u>What do I do next?</u></p> <p>This will depend upon the support required. Firstly speak to the family about which professionals or services are already involved with the children/family; consider other Universal Services e.g. GP or Health visitor, Nursery, Education/school, Church, Local Charity or Voluntary or Community group.</p>	<p><u>If you require support for a child or family at this Support Level, here are some questions to ask yourself;</u></p> <p><u>What support is needed and where can I get this?</u> The first step is to discuss any concerns with the family and agree what action is needed and where the family would like to receive support from. Signpost the family or contact the service direct</p> <p>Ensure you have 'agreement to engage' before taking any action.</p> <p><u>Have I tried all my agency resources?</u></p> <p>All your inhouse resources should be tried before considering involving another agency.</p> <p><u>What other services can I contact locally for support, have I tried all these?</u></p> <p>Please check online for other services in your local area via KSCB website, Headstart Resilience Hub, SEND local offer or by contacting your local networks</p> <p><u>What do I do next?</u></p> <p>This will depend upon the type of support required. Firstly speak to the family about whom or which services are already involved with the children/family.</p> <p>With agreement other options available may include;</p> <p><i>Contact the child's school</i> <i>Contact a local Group or Charity</i> <i>Contact your local Borough Council</i> <i>Contact the School Health Team</i> <i>Contact your local Youth Hub</i> <i>Contact your local Children's Centre</i></p>	<p><u>Does my concern meet this Support Level?</u></p> <p>Unsure—discuss your concerns with your agency Designated Safeguarding Lead.</p> <p>Yes—see below</p> <p><u>Do I have the agreement to engage?</u></p> <p>Yes—complete the Request for Support Form</p> <p>No—It is important that you share your concerns with the family and gain their agreement to complete the Request for Support form.</p> <p>Unsure—Please speak with family about your concerns and the support required and gain their 'agreement to engage' before completing the Request for Support form.</p> <p><u>Has any previous support helped?</u></p> <p>It is helpful to know what has worked well previously to identify the right support for the family. Please include this in the information you provide.</p> <p><u>Do you need advice?</u></p> <p>Please speak with your agency Designated Safeguarding Lead in the first instance.</p> <p><u>What do I do next?</u></p> <p>Agreement from the family to engage is required especially if Early Help is likely to be the most appropriate support for the family. If you have not discussed your concerns with the family please do so before completing the Request for Support Form.</p> <p>If you have 'agreement to engage' then</p> <p><u>Complete a Request for Support form</u></p> <p>www.kscb.org.uk/supportlevels</p>	<p><u>Does my concern meet this Support Level?</u></p> <p><u>Is this an immediate safeguarding concern?</u></p> <p>Yes—If there are concerns that a child may be suffering significant harm, the Request for Support form should be completed and immediately submitted to the Front Door. The Form can be located at www.kscb.org.uk/supportlevels</p> <p>Unsure—discuss your concerns with your agency Designated Safeguarding Lead.</p> <p>No—discuss your concerns with the family and gain their agreement to engage with services—see below</p> <p><u>Do I have consent/'agreement to engage'?</u></p> <p>The family's 'Agreement to Engage' is required before you complete the Request for Support form unless there is immediate risk, or if it places a child at risk of significant harm. A completed copy of the form should be shared with the family. You should therefore have discussed your concerns with the family and explored with them what the most appropriate support may be for them. The family should be aware that the form will be used to determine the most appropriate support available.</p> <p>If the family refuse 'Agreement to Engage' this should not influence the decision to complete a Request for Support form where the level of concern warrants this.</p> <p><u>What do I do next?</u></p> <p><u>Complete a Request for Support form</u></p> <p>Do you need any further information or guidance?</p> <p>Go to; www.kscb.org.uk/supportlevels</p>

REMEMBER— You only need to complete a Request for Support Form if you are requesting support at **Intensive or Specialist Support Levels 3 or 4.**

Please do take care when completing the online 'Request for Support' form, because the information you provide in the form, will be used to assess which is the most appropriate level of support required. If it is not assessed to require support at Level 3 or 4, the form will be returned to you so that you can consider the Support Level 1 or 2 options. For more information www.kscb.org.uk/supportlevels

IFIELD SCHOOL
SPECIALIST TEACHING AND LEARNING SERVICES
SAFEGUARDING POLICY

All Ifield STLS staff are expected to:

- Be aware of, have reference to and adhere to the information and advice for professionals working with children in Kent on the Kent Safeguarding Children Multi-Agency Partnership website (KSCMP) www.kscmp.org.uk including advice on information sharing, gaining consent and reporting concerns.
- Complete Level 2 safeguarding training at least every 2 years (this may be completed through e-learning through the KSCMP link)
- Be aware of the DfE guidance, 'Keeping Children Safe in Education' (Sept 2021) and 'Working Together to Safeguard Children – a guide to inter-agency working to safeguard and promote the welfare of children' (July 2018).
- Have read the Ifield Safeguarding and Child Protection Policy document.
- Be aware of a range of other safeguarding concerns, including child sexual exploitation (CSE), child criminal exploitation (CCE), domestic abuse, radicalisation and extremism (Prevent), mental health and honour based abuse (including female genital mutilation).
- **Follow additional guidance in this document when reporting concerns occurring in a setting, school or home visit.**

Safeguarding Procedures for Ifield School STLS Staff who need to report an internal incident or concern.

Follow the procedures laid out in the Ifield Safeguarding and Child Protection Policy (saved in staff resources>staff only>policies in use).

Safeguarding Procedures for Ifield STLS Staff working in homes, preschools and school other than Ifield School.

The STLS staff will endeavor to support the welfare and safety of all children and young people they come into contact with and will follow safeguarding procedures as outlined by the Kent Safeguarding Children Multi-Agency Partnership appropriate to the type of venue they are visiting. <https://www.kscmp.org.uk/procedures>

School/Preschool Setting Visits

Any safeguarding concerns for children should be reported to the Designated Safeguarding Lead for the school or preschool setting.

The STLS staff member will ensure that they do not leave the school or preschool setting until they have reported their concerns to the Designated Safeguarding Lead. This could mean that their next visit for the day may need to be cancelled or postponed in order to fulfil their safeguarding responsibilities.

Recording and Monitoring

The Specialist Teacher will;

- Share safeguarding concerns as soon as possible, make a note of actions taken and the name of the Designated Safeguarding Lead informed.
- Inform the STLS Lead about the safeguarding concerns and action taken.
- Complete the **STLS Safeguarding Incident/Concern Form** to record concerns.
- The STLS Lead will complete the hard copy tracking form

- Hard copies of the **STLS Safeguarding Incident/Concern Form** and tracking form will be kept in a locked cabinet in the school
- If the child is known to the STLS a record of the safeguarding concern needs to be filed in the folder. (Details not necessary.)

Home Visits

Visits to very young children and their parent or carers in their home to provide advice and support could be part of the commissioned work of the Specialist Teaching and Learning Services.

If STLS staff have safeguarding concerns for children whilst delivering services at home they should;

- In case of immediate danger – inform the Police (call 999).
- Immediate and grave safeguarding concerns – refer to the Education Safeguarding Service via the Integrated Front Door. Call **03000 41 11 11** (text relay 18001 03000 41 11 11) or email social.services@kent.gov.uk
- Other safeguarding concerns can be discussed in a telephone conversation with your STLS line manager to gain their advice.

If you are concerned for your own safety you should make a reasonable excuse, terminate the visit and leave the venue as soon as possible.

STLS staff who become aware of an allegation about a person from another agency should report this to the STLS Lead and Ifield School's DSL without delay who should in turn inform the Local Authority Designated Officer (LADO) 03000 410888 kentchildrenslado@kent.gov.uk within one working day. This should take place before any investigations commence. LADO referral must include the alleged adult's full name, date of birth and home address.

STLS September 2021

IFIELD STLS SAFEGUARDING INCIDENT /CONCERN FORM

This form should only be used when the concern is regarding a child who is **not** at Ifield School.

If the concern is about a pupil at Ifield School, please follow the usual Ifield Procedures as outlined in the Ifield Safeguarding and Child Protection Policy.

To be completed by Manager – Case Number

Name of child:	Date of Birth:
Setting or school attended/home visit:	
Name of school or setting DSL reported to:	
Name and position of person reporting concern:	
Name of STLS Lead reported to:	Date:
Date of incident/concern:	
Name of person informed of incident/concern at school/setting:	
Brief Summary and action taken:	
Action taken by STLS Lead and response from school/setting with dates:	
Signed:	Date:

A copy will be kept separately in a safeguarding folder in a locked cabinet in the DSL's office and the case will be logged on the STLS Safeguarding Tracking Record Sheet in the same folder.

STLS SAFEGUARDING TRACKING SHEET

[illegible]