

Kent
Catholic
Schools'
Partnership



'Academies in Christ'
Part of the Archdiocese of Southwark

Child Protection & Safeguarding

Policy, Procedure and Guidance

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Stakeholders consulted:	Academy Leaders Designated Safeguarding Leads Governors		



St Mary's Primary Academy

Key contact personnel

Designated Safeguarding Lead: Mrs V O'Halloran

Deputy Designated Safeguarding Leads: Mrs M Blunt & Mrs A Thorogood

Named Safeguarding Governor: Mrs C Giles

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This is a core policy that forms part of the induction for all staff, governors and other volunteers. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents on an annual basis.

Date reviewed:
Date of next review: (Annual)

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“I have come so that they may have life and have it to the full” John 10:10

1. Introduction

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

- DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Kent and Medway Safeguarding Children Procedures (online)
- Ofsted: Education Inspection Framework 2019
- Early Years and Foundation Stage Framework 2017 (EYFS)
- Sexual Violence and Sexual Harassment between children (2018)

Section 175 of the Education Act 2002 requires 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 an academy, 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.

2. Contact details for other key personnel

Contact details for Kent Catholic Schools’ Partnership Designated Safeguarding Leads:

Lead Director:

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3. Aims of this policy

Kent Catholic Schools’ Partnership (“the Trust”) and each of its academies is a community and all those directly connected (staff, governors, directors, clergy, volunteers, families and pupils) have an essential role to play in making it safe and secure. The Trust recognise the importance of providing a Catholic ethos and environment within the academy that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

The Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding

- Staff are properly trained in recognising and reporting safeguarding issues.

4. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 15)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after.

5. The Management of Safeguarding

Roles and Responsibilities

Academies form part of the wider safeguarding system for children and therefore, everyone who comes into contact with children and their families has a role to play in safeguarding children. **The role of the academy in situations where there are child protection concerns is NOT to investigate but to recognise and refer.** This policy applies to all staff, volunteers and governors in the Trust and is consistent with the procedures of the 3 safeguarding partners. This Policy and procedures also apply to extended academy and off-site activities.

All staff have a responsibility to:

- raise **any** concerns about children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm with the Designated Safeguarding Lead(s) or Deputy Designated Safeguarding Lead without delay. The DSL or Deputy DSL will take the appropriate action
- provide a safe environment in which children can learn.
- read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance '[Keeping Children Safe in Education](#)', and review this annually

- Be aware of:
 - The Trust and Academy systems which support safeguarding, including this Child Protection & Safeguarding Policy, the Trust Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL) and deputy/deputies, the academy behaviour policy, and the safeguarding response to children who go missing from education
 - The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
 - The process for making referrals to local authority children's social care and for statutory assessments that may follow as referral, including the role they might be expected to play
 - What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
 - The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

The Designated Safeguarding Lead/s (DSL/s) must be a member of the senior leadership team and has overall responsibility for the day to day oversight of safeguarding and child protection systems in the academy. This includes:

- Being available during term time and school hours for staff to discuss any safeguarding concerns
- maintaining the "CPOMS" electronic system regarding individual children
- making immediate and on-going assessments of potential risk
- putting in place and publicising an appropriate back-up accessibility protocol for times when the DSL/s are unavailable
- co-ordinating safeguarding action for individual children
- liaising with other agencies and professionals
- ensuring that locally established procedures are followed and making referrals as necessary
- representing or ensuring the academy is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- managing and monitoring the academy's part in Early Help/Child in Need/Child Protection plans
- ensuring that safeguarding training for all academy staff, clergy and volunteers is kept up to date
- ensuring that all staff, volunteers and clergy have read and are familiar with the appropriate level of safeguarding guidance
- responsibility for monitoring the safeguarding of pupils educated offsite
- consulting with the KCC Area Education Safeguarding Adviser to help with any decision making about a child. Advice may also be sought from KCC's Early Help Coordination Team or Specialist Children's Services (SCS) Duty Social Workers who offer opportunities for consultation as part of the Child in Need/Child Protection process.

- producing data and information for the termly (three times per year) incident report and annual report for the Governing Body and the Trust Board regarding the monitoring and adherence to this Policy. Templates for termly and annual reports can be found at Appendix 2 and 3.

The Trust Lead Safeguarding Officer and the Trust Lead Safeguarding Director and will:

- ensure that this model Child Protection & Safeguarding policy is updated and reviewed annually and made available to academies for their use
- review the termly and annual reports from Governing Bodies regarding the monitoring and adherence of this policy and provide a report to the Trust Board on the impact of the policy and make recommendations for action if required

The Trust Board will:

- receive reports from the Trust Lead Safeguarding Director and the Trust Lead Safeguarding Officer regarding the impact of this policy and take decisions on any recommended actions.

The Lead Safeguarding Governor will ensure that:

- the policy and structures supporting safeguarding children are reviewed annually in line with this policy
- the training provision is adequate for DSL and all staff, clergy and volunteers who work in the academy.
- Termly and annual reports are produced for the GB and Trust Board regarding the monitoring of and adherence to this Policy.

The Executive Principal/Headteacher will:

- ensure that the DSL is properly supported in this role in respect of both dedicated time and resources to deliver the role effectively, and check that required actions have been taken
- ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family
- ensure that this Policy is effective and interlinks with related policies
- ensure that locally agreed procedures are in place and being followed
- will work to establish strong and co-operative relationships with relevant professionals in other agencies
- ensure the DSL provides an annual report to the Governing Body and the Trust Board that includes details of safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- ensure that the Single Central Record is accurate and up to date by carrying out regular checks

The Governing Body will:

- appoint a governor with responsibility for safeguarding
- monitor the effectiveness of this Policy
- review the termly and annual safeguarding reports received.

6. Procedures

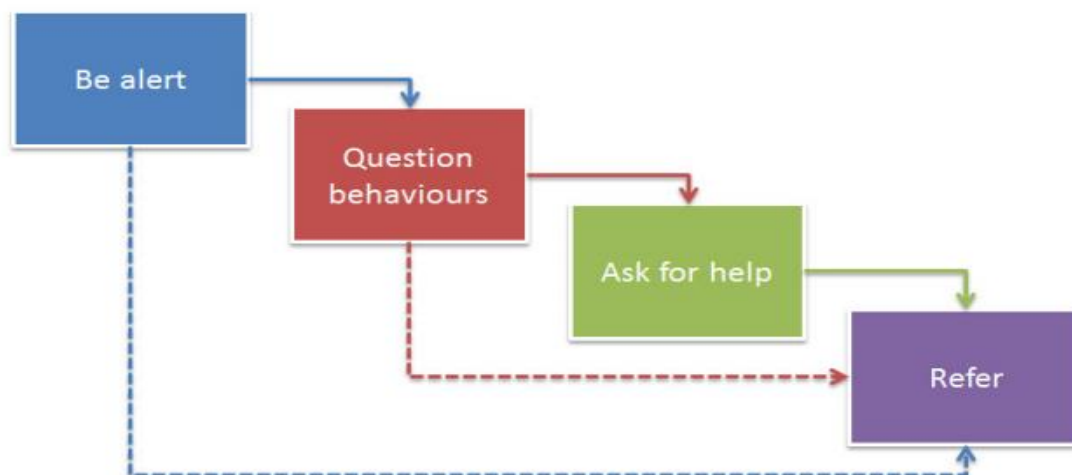
We adhere to the Kent Safeguarding Children Multi-agency Partnership arrangements (KSCMP). The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on their website www.kscb.org.uk.

Where a child lives outside of Kent, the academy will follow the procedures for that area's Multi-agency Partnership arrangements.

Additional guidance for staff includes:

- 'What to do if you are Worried About a Child Being Abused' (DfE 2015)
- Information Sharing advice for safeguarding practitioners (2018)
- Kent and Medway Inter-Agency Threshold Criteria for Children in Need
- The Assessment Framework for Children in Need and their Families (2000)

'What to do if you are worried about a child being abused' (DfE 2015) identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All staff members are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

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

- The DSL may seek advice or guidance from the Area Safeguarding Advisor from the KCC Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door Service.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This

includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.

- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents/carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by the KSCMP, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation.
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Service.

What to do in the absence of the academy's DSL or Deputy DSL

In the absence of the availability of the academy's own DSL to discuss an immediate and urgent concern, staff can seek advice from the Executive Principal/Headteacher, the KCC Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

What to do if you remain concerned about a child

On occasion, a member of staff, clergy or volunteer may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff or volunteers should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe, and their welfare is being considered. If in following this process, the staff member or volunteer remains concerned that appropriate action is not being taken, it is the responsibility of that staff member or volunteer to seek further direct consultation from either a member of the Education Safeguarding Service who will be able to discuss the concern and advise on appropriate action to be taken.

7. Child/ children missing education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay as set out in the attendance policy which can be found on the academy website.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the academy as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education the academy has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - Leave the academy to be home educated
 - Move away from the academy's location
 - Remain medically unfit beyond compulsory school age
 - Are in custody for four months or more (and will not return to school afterwards): or
 - Are permanently excluded.

We will ensure that pupils who are expected to attend the academy but fail to take up the place are referred to the local authority.

When a pupil leaves the academy, we will record the name of the pupil's new school and their expected start date.

We will inform the local authority of any pupil who fails to attend school regularly or has been absent without the academy's permission for more than 10 days. The full procedure, as circulated by KCSP in April 2016 in consultation with the local authority, can be found on the academy's website.

8. Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify the local authority. Often this is because they are unaware of the requirements or they believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

What is private fostering?

Private fostering 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 close family relative for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

Academy staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered, you should tell the parent/carers that they must report the

arrangement to Kent County Council at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Parents and carers can obtain a copy of the academy Child Protection & Safeguarding Policy and other related policies on request or can view them via the academy website.

9. Induction and training

All staff and volunteers (including directors and clergy) will be given an appropriate level of safeguarding training.

Induction training – this is mandatory and must include:

- This child protection and safeguarding policy
- Academy behaviour policy
- staff code of conduct
- the safeguarding response to children who go missing from education; and
- Part One of KCSIE 2019 and Annex A for academy leaders and all members of staff who work directly with child
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies) see KCSIE 2019.

This will include internal academy responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DSL in line with Trust, government, local and diocesan guidance that currently requires this to be updated annually. In addition to this annual update:

- The Executive Principal/Headteacher will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.
- The lead governor should receive safeguarding training from a strategic perspective upon commencement of their role and then on a three-yearly basis, to be disseminated by them to the rest of the Governing Body.

The DSL will ensure that all new staff, volunteers and clergy are appropriately inducted about the academy's internal safeguarding procedures and communication lines. A [Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff](#) sheet is available to be given to staff, volunteers and clergy to support this process.

10. Record keeping

Staff, volunteers and clergy must record any welfare concern that they have about a child or young person on the CPOMS (Child Protection Online Management of Safeguarding) online system. Where volunteers do not have access to the CPOMS system, concerns can be recorded on a form from the office. For concerns not logged on CPOMS, the DSL should be informed that a concern has been raised by immediate face to face contact. Records must

be completed as soon as possible after the incident/event and must be signed and dated. Any verbal conversations should be promptly recorded in writing.

Safeguarding records are kept separate from all other records relating to the child or young person in the academy. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only. The DSL will ensure that the record keeping processes adhere to the KCSP Records Management policy and the Data Protection Act 2018. In the case of concerns recorded on CPOMS, these are stored electronically and accessible via passwords by the DSL's only.

The Executive Principal/Headteacher/Principal will be kept informed of any significant issues by the DSL.

Detailed guidance on Record Keeping is found in a separate document "[Guidelines for Recording Keeping](#)" – Staff, volunteers and clergy MUST familiarise themselves with the responsibilities outlined in this document.

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

11. Allegations against members of staff and volunteers

For specific guidance on how to respond to allegations against staff or volunteers, please refer to the Appendix 5 which sets out the Trust's **Procedures for Managing Allegations Against Staff**.

We recognise that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Executive Principal/Headteacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member, and notify the Trust Safeguarding Lead Officer.

If there are any concerns about the Executive Principal/Headteacher or members of the Trust Executive team these should be referred to the Trust Chief Executive Officer who will contact the Local Authority Designated Officer (LADO).

Where there are concerns about the Chief Executive Officer, members of the Trust Board of Directors or Academy Governors, these should be referred to the Trust Company Secretary who will contact the Local Authority Designated Officer (LADO) without delay.

In addition to necessary notification to the local authority in line with the above procedures, if an allegation is made against a member of the clergy or a member of a religious order, linked to an educational establishment, the case manager (as identified in Appendix 5) will also notify the Diocesan Safeguarding Officer who will take a lead role for the Diocese in any investigation.

All staff and volunteers need to be aware of the academy's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. A copy of the Trust's Whistleblowing procedure

is in all Safeguarding files and on the academy's website. The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 8005000.

12. Managing allegations against other pupils including allegations of 'Peer on Peer' abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Gender-based violence
- Discriminatory behaviour
- Upskirting
- Sexting (also known as youth produced imagery); and
- Initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

The Trust believe that all children should have a right to attend school and learn in a safe environment. Children should always be free from harm by adults and other children in and outside the academy. The Trust recognise that some pupils will sometimes negatively affect the learning and well-being of others and their behaviour will be dealt with under the academy's Behaviour Policy.

Safeguarding allegations

Occasionally, allegations may be made against pupils by others in the academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the academy
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the academy may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils present a safeguarding risk to other pupils. The academy will be alert to when a young person might represent a safeguarding risk to themselves or others; for example, they are returning to school following a period in custody or they have experienced serious abuse themselves.

Pupils in such circumstances will need an individual risk management and plan to ensure that they and other pupils are kept safe and that they themselves are not laid open to malicious allegations. Clearly, there are few hard and fast rules, and the risk assessment will demand levels of professional judgement to maximise the safety of all and will be developed with advice from specialist services. As ever, there is a need to balance the tension between individual privacy and ensuring safeguarding.

What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed immediately.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the local authority's designated officer (LADO) (or its equivalent if more than one local authority is implicated) to discuss the case and it may be that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome, and keep a copy in both pupils' files. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). The DSL must also inform KCSP's Designated Lead Officer (identified at the beginning of this Policy) immediately. It may be appropriate to exclude the pupil being complained about for a period according to the academy's Behaviour Policy and procedures.

Where neither the LADO or the police accept the complaint, a thorough academy investigation should take place into the matter using the academy's usual disciplinary procedures.

In situations where the academy considers a safeguarding risk is present, a risk assessment should be undertaken along with an appropriate plan to ensure safety, taking into account as appropriate any pertinent individual differences of an alleged victim or alleged perpetrator.

The plan should be monitored, and a date set for review with everyone concerned.

13. Sexual violence and sexual harassment between children

For the purposes of this policy, **sexual violence** between children refers to sexual offences under the Sexual Offences Act 2003 and includes: rape, assault by penetration, sexual assault. **Sexual harassment** between children refers to unwanted conduct of a sexual nature that can occur online and offline and can include: sexual comments, sexual "jokes" or taunting, physical behaviours (such as deliberately brushing against someone).

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. KCSP academies will challenge sexual harassment to ensure that these inappropriate behaviours are not normalized and provide an environment that may lead to sexual violence.

If any member of staff has any concern that a child is the victim or at risk of becoming a victim of sexual violence or sexual harassment between children, they **must** follow the guidance from the "Managing allegations against other pupils" section above. Detailed guidance on this area can be found in ["Sexual Violence and Sexual Harassment between children in schools and colleges"](#) published in May 2018.

Trust academies must ensure that evidence-based content is delivered through the curriculum that is developed to be age and stage of development appropriate that tackles issues such as: healthy and respectful relationships; what respectful behaviour looks like; gender roles; stereotyping; prejudiced behaviour; and addressing cultures of sexual harassment.

14. Safeguarding children with SEN and Disabilities

The Trust acknowledges that children with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges as they have may impaired capacity to resist or

avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

The Trust will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

At this academy we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Ensuring all members of staff have relevant training and understand that children with SEN may be at greater risk of safeguarding concerns than other children.
- Ensuring that procedures addressing for bullying are robust.
- Ensuring that the curriculum teaches children how to keep themselves safe.

15. Working with other agencies

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

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

16. Confidentiality and information sharing

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

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member or volunteer, may be highly significant to a bigger picture of risk.

All staff, volunteers and clergy must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on dealing with disclosures can be found in the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE 2018).

17. Curriculum and staying safe

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

At St Mary's we teach about safeguarding through different curriculum areas including, ICT, PSHE, Sex and Relationships Education, Science and whole school days including Safer Internet Day, Anti- Bullying Week, British Values etc.

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

Systems have been established to support the empowerment of children and young people to talk to a range of staff, volunteers and clergy. Pupils will be listened to and heard, and their concerns will be taken seriously and acted upon promptly and appropriately.

18. Online safety

It is recognised by the Trust that the use of technology presents challenges and risks to children and adults both inside and outside of the academy. The Trust identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

The DSL and leadership team must read annex C regarding Online Safety within 'Keeping children safe in education' 2019, and confirm or adjust academy policy and practice accordingly.

Academies must ensure that appropriate filtering and monitoring systems are in place when pupils and staff access academy systems and internet provision. The academy must be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

The Trust acknowledges that whilst filtering and monitoring is an important part of an academy's online safety responsibilities, it is only one part of an academy's role. Children

and adults may have access to systems external to academy control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the academy **Online Safety policy**.

19. Supervision and support

Any member of staff, volunteer and the clergy affected by issues arising from concerns for children's welfare or safety can seek support from the DSL, Headteacher/Principal or, if necessary, the designated lead governor who will seek advice as appropriate.

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

The DSL can put staff, clergy, volunteers, and parents and carers in touch with outside agencies for professional support if they so wish.

20. Safe working practice

Staff are required to work within clear guidelines on safe working practice as set out in the Trust's Staff Code of Conduct.

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

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff, volunteers and clergy should be aware of the academy's Behaviour and Physical Intervention Policies and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided. Further guidance can be found in 'Searching, Screening and Confiscation' (2018).

Full advice and guidance can be found in [Guidance for Safer Working Practice for Adults who Work with Children and Young People](#) (2019).

Staff, volunteers and clergy should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People**, the Trust Code of Conduct, the academy's **Online Safety Policy** and **Acceptable Use Policy** and the **Kent Safeguarding Children's Board document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People**.

21. Complaints

The Trust has a **Complaints Policy** available to parents/carers, pupils/students, staff, volunteers and clergy who wish to report concerns. This can be found on the academy website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff (Appendix 5)**.

22. Safer recruitment

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

Appendix 4 sets out the Trust's policy and procedure for Safer Recruitment and DBS checks. The Trust Recruitment Policy provides further detail on safer recruitment requirements.

The Governing Body will ensure that the Executive Principal, Headteacher/Principal, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

PLEASE NOTE: THE FOLLOWING PARAGRAPH IS RELEVANT ONLY IN ACADEMIES WHERE TEACHERS FALL INTO THE REGULATIONS – FOR EXAMPLE OFFER CHILDCARE TO UNDER 5s OR EXTENDED ACTIVITIES TO UNDER 8s.

We 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. We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings.

23. The use of academy premises by other organisations

Where contracted services or activities are provided separately by another body using the academy premises, the Headteacher/Principal and Governing Body will ensure that these bodies have appropriate policies and procedures in place with regard to safeguarding children and young people, and child protection, and that relevant safeguarding checks have been made in respect of staff, volunteers and clergy and that there are arrangements in place to link with the academy on such matters. Evidence of relevant safeguarding checks being in place will be sought by the academy's DSL before agreeing the use of academy

premises. Such considerations will be made explicit in any contract of service level agreement. If assurance is not achieved, an application to use premises will be refused.

24. Security

All staff, volunteers and clergy have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

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

25. Arrangements for review, monitoring and evaluation

All policies related to safeguarding will be reviewed, in line with Trust model policies, by the Governing Body which has responsibility for oversight of academy safeguarding and child protection systems. The Headteacher/Principal will ensure regular reporting by the Designated Safeguarding Lead on safeguarding activity and systems in the academy 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.

Any child protection incidents at the academy will be followed by a review of the safeguarding procedures within the academy and a prompt report to the Governing Body with consequent action.

In addition, the academy's Designated Safeguarding Lead, in conjunction with the Lead Safeguarding Governor, will monitor the operation of this policy and its procedures and will make termly briefings and an annual report to the Governing Body. Termly incident reports and copies of the annual report will be copied to the Trust Board. Templates for termly and annual reporting can be found at Appendix 2 and 3.

Related safeguarding information, policies and procedures

26. Child Sexual Exploitation (CSE)

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of the internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

27. The 'Prevent Duty'

Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behavior

As part of the Counter-Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of being radicalized, they should discuss this with the Designated Safeguarding Lead who is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages or similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others.

28. So-called 'Honour-Based' Violence

The Trust are aware that So Called 'Honour-based' Violence (SCHBV) encompasses a range of crimes committed under a perverse view within sections of communities that they protect or defend the honour of the family and/or the community. These crimes include: female genital mutilation (FGM), forced marriage (FM), and practices such as breast ironing (BI).

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

All members of staff, governors and other volunteers must follow the academy and Trust procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.

29. Female Genital Mutilation (FGM)

Academy staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM and are under a duty to notify police when they discover that FGM appears to have been carried out on a girl under 18 (NB for academy staff this will occur from a disclosure and not a physical examination). There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Girls at risk of FGM may not yet be aware if the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place include:

- Low level integration into UK society
- Patterns of attendance
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Talk about a 'special' procedure to become women.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

30. Forced Marriage (FM)

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

31. Child Criminal Exploitation ('County Lines')

'County Lines' is the term used to describe the approach taken by gangs originating from large urban areas, who travel to locations elsewhere such as county or coastal towns to sell class A drugs. Gangs typically recruit and exploit children and vulnerable young people to courier drugs and cash. Typically, users ask for drugs via a mobile phone line used by the gang. Couriers travel between the gang's urban base and the county or coastal locations on a regular basis to collect cash and deliver drugs.

Gangs recruit children and young people through deception, intimidation, violence, debt bondage and/or grooming. Gangs also use local property as a base for their activities, and this often involves taking over the home of a vulnerable adult who is unable to challenge them.

County lines was first identified in 2014. The first National Crime Agency threat assessment on county lines was published in August 2015 based on information gathered in 2014. An updated assessment by the National Crime Agency was published in November 2016, which provided a more comprehensive picture and showed that this was a growing issue. Whilst progress is being made, more needs to be done. The Government is very keen to ensure that all the key sectors (police, safeguarding, children's services, adult social services, housing, schools and others) are aware and are taking this issue seriously. We have established a new Working Group on County Lines which will oversee a 12-month action plan to tackle this issue and brings together key departments, the National Police Chiefs' Council, National Crime Agency and other key partners.

It is critical that practitioners working directly with children and vulnerable adults are aware of what county lines is, how to identify those at risk or involved in county lines exploitation and what action to take. County lines cuts across several issues including: drug dealing, violence, gangs, exploitation, safeguarding, modern slavery and missing persons.

32. Further information, policies and procedures

There are a large number of related safeguarding information/policies that the DSL/s, academy leadership team and lead safeguarding governor are aware of and to which it will ensure that staff, volunteers and clergy have due regard, as appropriate, alongside this policy:

KCSP Policies and Procedures

- Child missing from education
- Child missing from home or care
- Health and Safety Policy
- Whistleblowing Policy
- Code of Conduct for Staff

Policies and guidance documents for academies

- Online safety policy
- Behaviour policy
- Guidelines for the use of physical intervention
- Bullying including cyber bullying/Anti-Bullying Procedure
- First Aid and Intimate care
- Procedures for Assessing Risk (re school trips)
- Relationships and Sex Education Policy
- Single Central Record

Copies of the above documents are available to access via the academy website.

Further Information and guidance documents on the following areas is available on the [Kelsi website](#):

- Faith abuse
- Searching, screening and confiscation
- Guidelines for Safeguarding Record Keeping in schools

- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff
- Dealing with Disclosures in School
- Guidance on the Use of Photographic Images
- Female genital mutilation
- Forced marriage
- Prevent (Radicalisation and extremism)
- Child sexual exploitation
- Gender-based violence/violence against women and girls (VAWG)
- DOH (2009) "Safeguarding Disabled Children – Practice Guidance"
- Teachers Standards 2012
- Guidance for Safer Working Practice for Adults Who Work with Children and Young People
- KSCB document: Safer Practice with Technology – Guidance for Adults Who Work with Children and Young People
- Safer Recruitment Guidelines
- Domestic violence
- Mental health
- Sexting
- Teenage relationship abuse
- Trafficking

33. Guidance

Recognition and categories of abuse

All staff, volunteers and clergy in the academy should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to Part 1 of 'Keeping Children Safe In Education' and 'What to do if you are worried a child is being abused'.

Staff, volunteers and clergy need to remember that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation (FGM), children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children and young people may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children and young people also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other 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. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

34. Details of National Support Organisations

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
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Catholic Children's Society www.cathchild.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.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

So-Called Honour Based Violence

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

Sexual Abuse and Child Sexual Exploitation (CSE)

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

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentsinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and Hate Crime

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk
- Prevent: www.gov.uk/government/publications/prevent-duty-guidance

Appendix 1 - Extract from “Keeping Children Safe in Education Part 1” (DfE, 2019)

All school and college 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. 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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 – Termly report template (Three times per year)

KCSP Termly Safeguarding and Child protection report – Academy activity for Terms x and x

ACADEMY:

DATE COMPLETED:

COMPLETED BY: [Designated Safeguarding Lead]

AGREED BY: [Headteacher/Principal / Safeguarding Lead Governor]

DATE AGREED:

Number of safeguarding incidents/concerns logged	
Number of children to whom these incidents/concerns relate	
Number of safeguarding referrals made to Children's Social Services	
Number of safeguarding referrals made to Local Authority Designated Officer (LADO)	
Number of safeguarding referrals made to other services e.g. Early Help (EH)	
Number of formal allegations made against staff	
Number of staff to whom these allegations relate	
Number of Children in Care (Children Looked After)	
Number of children subject to a Child Protection Plan (CPP)	
Number of Children in Need (CHiN)	

Appendix 3 – Annual report template

Annual Report to KCSP and GB on Child Protection and Safeguarding Children

Name of Academy	
This report is for the period:	From: To:

N.B. Details of this information are confidential – names and specific circumstances cannot be shared more widely.

Author:	Role:
Name of Designated Safeguarding Lead:	Deputy DSL (if applicable)
Nominated Governor for CP and Safeguarding:	Date:

1) Summary of Safeguarding Training:

- *Designated Safeguarding Leads (DSLs), must undertake training consistent with DfE/Local Authority and Kent Safeguarding Children Board Guidance. (Training must be updated every two years).*
- *Teaching and other staff should have training updated every 3 years.*
- *List of register of attendees at whole staff group training event and certificate of validation (this should encompass all staff who have access to children).*
- *Details of Senior Manager and/or Governor who has undertaken Safer Recruitment Training in line with DfE model. It is now a requirement that any selection panel appointing staff to work with children has at least one member who has undertaken this training.*
- *Details of Governor trainer, particularly the Safeguarding Lead Governor*

Name	Role	Date	Training undertaken

2) Report on induction of new staff in safeguarding policy and procedures:

Staff	Overall Numbers in academy	Safeguarding induction given Y/N	Initial training Y/N
Teachers			
Governors			
Support			

3) Policies and other documents relating to safeguarding:

Policies & procedures for Safeguarding	Date in place	Next review date
Anti-bullying		
Behaviour		
KCSP Safeguarding & Child Protection Policy		
Single Central Record (staff vetting) *		
KCSP Data Protection Policy		
Equality Statement		
First Aid (including management of medical conditions, intimate care)		
KCSP Health & Safety		
Management of allegations against staff		
Online Safety (e-safety) including Acceptable Use Policies		
Safeguarding statement in academy prospectus		
Sex and Relationship Education		
KCSP Staff Code of Conduct		
Physical Intervention		
Use of photographs/video (LA Image Policy)		
KCSP Whistleblowing		
Risk Assessment (off site activity)		

*To include audit of DBS checks undertaken, references and validation of qualifications etc as referenced in DfE and KSCB Safe Recruitment guidance

4) Number of referrals made to Children's Social Services during Academic year

Are any cases outstanding in terms of a response?

5) Number of pupil's subject of a Child Protection Plan (at end of Academic year)

Category	Number	No. Case conferences	No. attended	No. reports submitted
Physical				
Sexual				
Emotional				
Neglect				

6) Number of children with an EHCP

(at end of academic year)

7) Number of Looked After Children:
(at end of academic year)

8) Number of allegations made against staff:
(during Academic year)

9) If yes, please confirm if the allegation(s) were upheld and any subsequent action

-

10) Number of referrals to CAMHs (during academic year)

11) Number of allegations of peer on peer abuse (during academic year)

12) Number of exclusions: Permanent:

Fixed term:

13) Number of reported bullying incidents that have resulted in action via the academy anti-bullying policy (during academic year)

14) Number of reported incidents (during academic year) for the following areas:

(a) Online safety incidents

(b) Racial incidents

(c) Homophobic incidents

15) Overall attendance % for academic year

16) Other comments on safeguarding issues or concerns:

17) Managed moves during academic year:

• Inwards

• Outwards

18) Comparison information from the previous year

19) Trends and impact of any new legislation or guidance

20) Any deficiencies in the safeguarding procedures and actions required to rectify them

21) Any other areas identified for improvement

Appendix 4 – Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the academy or Trust's single central record (SCR). Copies of these checks, where appropriate, will be held in individual's personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on shortlisted candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children

- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they supervised or not.

Existing staff

All staff will have their enhanced DBS check renewed every 5 years, sooner if there is a break in service or immediately if any concerns are raised about an individual. In addition, if we have concerns about an existing member of staff's suitability to work with children, we will also carry out all the other relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could is significant)
- Where the individual has received a caution or conviction for relevant offence
- If there is reason to believe that the individual has committed a list relevant offence, under the 'Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009'
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made. In addition, all agency and third party staff working in academies within KCSP are required to show their own enhanced DBS certificates prior to, or at the point of, starting, and as a KCSP academy, we reserve the right to withdraw such a placement if the certificate gives rise to a safeguarding concern.

Specialist staff working with children (i.e. Social Workers, Educational Psychologists)

We will obtain written notification from any organisation that the person:

- Is the subject of a valid enhanced DBS check (including children's barred list)
- That this certificate is clear of any relevant concerns
- The employing organisation carried out the check

We will also check that the person presenting themselves is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the academy has had the appropriate check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the academy.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In addition, all student teachers undertaking placements in academies within the Trust are required to show their own enhanced DBS certificates prior to, or at the point of, starting, and as a KCSP academy, we reserve the right to withdraw such a placement if the certificate gives rise to a safeguarding concern. DBS certificates for trainee/student teachers will not be copied or stored.

In academies with pupils under 8 this will include checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity and renew the check every 5 years, sooner if there are any concerns.
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers. This will be renewed every 5 years, sooner if there are any concerns.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- In academies with pupils under 8, ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain record for our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

- All governors, including Trust Board Directors, will have an enhanced DBS check without barred list information, renewed upon reappointment or immediately if any concerns are raised about an individual
- A section 128 check will be required for all Trust Board Directors and governors
- They will have an enhanced check with barred list information if working in regulated activity.
- The Chair of the Trust Board will have their DBS check countersigned by the secretary of state.
- All Directors and governors will also have the following checks:
 - Right to work in the UK
 - Other checks deemed necessary if they have lived or worked outside the UK.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will consider whether it is necessary for enhanced DBS with barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the academy makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the academy is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 5 – Procedures for Managing Allegations against Staff and Volunteers

This section of this Policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

It applies regardless of whether the alleged abuse took place in the academy. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the Police.

We will deal with any allegations of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is a reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the academy/Trust so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the academy/Trust so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative academy within the Trust.

Definitions for outcomes of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Procedures for dealing with allegations

In the event of an allegation that meets the criteria above, the following staff members will act as the 'case manager':

- the Executive Principal/Headteacher will act as the case manager for investigations of allegations about members of academy staff
- the Chief Executive Officer of the Trust will act as the case manager for investigations of allegations about the Executive Principal/Headteacher and Executive team staff members
- the Company Secretary will act as the case manager for investigations of allegations about members of the Trust Board and Academy Governors
- the Chair of the Trust Board will act as the case manager if an allegation is made against the Chief Executive Officer

If appropriate, the case manager may nominate an individual, such as a suitable external independent investigator, to investigate/review the allegation on their behalf.

The 'case manager' must take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (designated officer). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the Police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the Police).
- Inform the Trust Safeguarding Lead Officer.
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the Police or children's social care services, where necessary). Where the Police and/or children's social care services are involved, the case manager will only share information with the individual that has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with the children at the academy is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, Police and/or children's social care services, the Trust Lead Safeguarding Officer, as appropriate.
- **If immediate suspension is considered necessary**, the case manager will agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the academy/Trust and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and

by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in the academy/Trust and/or liaise with the Police and/or children's social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents/carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or Police, if applicable). The case manager will also inform the parents/carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent/carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents/carers of the child/children involved informed of the progress of the case and will seek advice from the designated officer regarding what information can be disclosed to the parents/carers.
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
- **If an allegation is made against a member of the clergy** or a member of a religious order, linked to an educational establishment, the Diocesan Safeguarding Officer must also be notified who will take a lead role for the Diocese in any investigation.

If the Trust or an academy is made aware that the Secretary of State for Education has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the Police are involved, wherever possible, the Trust will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the Trust's disciplinary process, should this be required at a later point.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the Police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the academy/Trust ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the Trust's HR Services provider will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and Trust HR Services Provider will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

The case manager must also inform the Trust Lead Safeguarding Officer.

Individuals returning to work following suspension

If it is decided on the conclusion of the case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the academy.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Executive Principal/Headteacher, or other appropriate person if an allegation is about the Executive Principal/Headteacher, Trust Executive staff or the Trust Board, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the Police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The academy/Trust will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will get advice from the local authority's designated officer, Police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents/carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises.

Record Keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the academy/Trust will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstance of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the Trust's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.