



VALLEY PARK SCHOOL

Safeguarding and Child Protection Policy

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**Designated
Safeguarding Lead**

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Safeguarding and Child Protection Policy

Key Contact Personnel in School

Designated Safeguarding Lead: Mr Daniel Sargent (Assistant Headteacher)

Deputy Designated Safeguarding Lead(s): Mrs Margaret Hutchinson (Headteacher), Mr Ross Blyth (Senior Assistant Headteacher) and Mr Andrew Whatley (Assistant Headteacher)

Named Safeguarding Governor: Mr Eddie O'Hanlon and Mr Nick Baster



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What to do if you have a welfare concern at the school

Why are you concerned?

For example:

- Allegation / child shares a concern or worry
- Indicators of abuse/neglect

Immediately record your concerns and, if urgent, speak to a DSL first

Follow the school's procedure (refer to DSL or DDSL and record on My Concern):

- Reassure the child
- Clarify concerns if necessary (TED: Tell, Explain, Describe)
- Use child's own words
- Sign and date your records
- Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead and record incident on My Concern – Mr D. Sargent

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Support Level Guidance document and procedures: www.kscb.org.uk
- Refer to other agencies as appropriate, e.g. internal or community services, LADO, Police or Request for Support
- If unsure then consult with West Kent Education Safeguarding Advisor on 03000 412284 or Local Authority Social Worker at Integrated Front Door.

If you are unhappy with the response

Staff:
Follow local escalation procedures
Follow Whistleblowing procedures

Pupils and parents:

Follow school complaints procedures
Follow school complaints procedure (see Key Information Policies).

Record decision making and action taken in the pupil's Child Protection / safeguarding file

Monitor

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

Review and request further support (if necessary)

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

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1. Introduction and Ethos

- Valley Park School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Valley Park School recognises our statutory responsibility to safeguard and promote the welfare of all children.
- Valley Park School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly.
- All staff working with children at Valley Park School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Our school core safeguarding principles are:
 - Prevention – positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures;
 - Protection – following the agreed procedures, ensure all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns;
 - Support – for all students, parents and staff and, where appropriate, specific interventions are required for those who may be at risk of harm;
 - Working with parents and other agencies – to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- Valley Park School expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within KCSIE 2020.

2. Definition of Safeguarding

- "Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education." (Inspecting safeguarding in early years, education and skills settings, Ofsted, September 2018).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Local School Board which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead/Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Local School Board. The Local School Board will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purpose of this policy as:
 - Protecting children from maltreatment;

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- Preventing impairment of children’s mental and physical health or development;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
 - Taking action to enable all children to have the best outcomes.
- Valley Park School acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect;
 - Bullying (including cyber-bullying);
 - Children with family members in prison;
 - Children Missing Education (CME);
 - Children missing from home or care;
 - Child Sexual Exploitation (CSE);
 - Child Criminal Exploitation;
 - Contextual Safeguarding (risks outside the family home);
 - County Lines;
 - Domestic Abuse;
 - Drugs and alcohol misuse;
 - Fabricated or induced illness;
 - Faith abuse;
 - Female Genital Mutilation (FGM);
 - Forced marriage;
 - Gangs and youth violence;
 - Gender based abuse and violence against women and girls;
 - Hate or Honour based abuse;
 - Homelessness;
 - Human Trafficking and Modern Slavery;
 - Mental health;
 - Missing children and adults;
 - Online safety;
 - Peer on Peer Abuse;
 - Preventing radicalisation and extremism;
 - Private fostering;
 - Relationship abuse;
 - Serious Violence;
 - Sexual Violence and Sexual Harassment;
 - Upskirting;
 - Youth produced sexual imagery or ‘sexting’.

Also, see Appendix 1: Categories of Abuse (‘Keeping Children Safe in Education’ 2020).

3. Context

Valley Park School is a large mixed-gender secondary school that provides for students between the ages of 11 and 18. Our duty of care extends to all members of our school community and we endeavour to provide a safe and secure environment which allows all students and staff members to be safe, feel safe and to thrive. We aim to promote a “tell culture” for all members of the community, to ensure that anyone at risk of harm feels sufficiently secure to seek help, guidance and/or support, as early as possible. Our

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experience suggests the key factors which can make a student vulnerable may include, but are not limited to, the following:

- Online- and E-safety including risks from increased amounts of online lesson content and online exploitation;
- County Lines;
- Mental Health worries;
- Drugs and alcohol;
- Emotional abuse;
- Self-harm;
- Sexual exploitation;

The above is not an exhaustive list and each student's level of vulnerability can depend on their personal circumstances. We do not assume that a student, who may not be regarded as a vulnerable student within the school site, does not become vulnerable when off-site. We educate our students on all safeguarding matters through our PSHEE, Tutor Time and Assemblies programme with a focus on positive relationships and good communication promoting an 'open door' policy for all.

- 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 2020 (KCSIE);
 - Working Together to Safeguard Children 2018 (WTSC);
 - Ofsted: 'Education Inspection Framework' 2019;
 - Framework for the Assessment of Children in Need and their Families (2000);
 - Kent and Medway Safeguarding Children Procedures (online);
 - Early Years and Foundation Stage Framework 2017 (EYFS);
 - The Education Act 2002;
 - The Education (Independent School Standards) Regulations 2014;
 - The Non-Maintained Special Schools (England) Regulations 2015.
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The way Valley Park School is currently operating in response to Coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance remain the same. We will continue to follow government guidance and will amend this policy as necessary. See Appendix 4 for further information.
- Following schools reopening in September 2020, we acknowledge that some learners will have been through difficult experiences during previous months and, in some cases, there will be increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services are in place to support learners.

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4. Related Safeguarding Policies

- This policy is one of a series in the school's integrated protection portfolio and should be read in conjunction with the policies which cover (but are not limited to) the subjects and procedures below:
 - Behaviour Management, linked to the Use of Physical Intervention;
 - Searching, screening and confiscation;
 - Online Safety, Social Media and Mobile Technology;
 - Anti-Bullying;
 - Data Protection and Information Sharing;
 - Image use;
 - Sex and Relationship Education;
 - Personal and Intimate Care;
 - Health and Safety;
 - Attendance;
 - Risk Assessments (e.g. school trips, use of technology);
 - First Aid and Accidents;
 - Managing Allegations Against Staff;
 - Staff Behaviour Policy / Code of Conduct of Staff (including Acceptable Use of Technology);
 - Safer Recruitment;
 - Whistleblowing.

5. Key Responsibilities

- The Local School Board, Headteacher, Leadership Team and staff have read and will follow KCSIE 2020.
- The school has a nominated link governor for safeguarding. The nominated link governor will support the DSL and will take the lead role within the LSB to ensure that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.
- The Local School Board, Headteacher and Leadership Team will ensure that the DSL is properly supported in their role.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the Leadership Team (Daniel Sargent, Assistant Headteacher) as the Designated Safeguarding Lead (DSL). Additionally, the school has appointed three Deputy DSLs (Margaret Hutchinson, Headteacher; Mr Ross Blyth, Senior Assistant Headteacher; and Andrew Whatley, Assistant Headteacher) who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day to day oversight of safeguarding child protections systems in school. While the activities of the DSL may be delegated to the Deputy, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any Deputy DSL training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

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- The Headteacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputy) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns;
 - Maintain a confidential recording system for safeguarding and child protection concerns;
 - Co-ordinate safeguarding action for individual children;
 - When supporting children with a social worker or Looked After Children, the DSL should have the details of the child's social worker and the name of the virtual school Head in the authority that looks after the child (with the DSL liaising closely with the designated teacher);
 - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018;
 - Ensure that locally established procedures are put in place by the three safeguarding partners (KSCMP), including referrals, are followed as necessary;
 - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences);
 - Manage and monitor the school's role in any multi-agency plan for a child;
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns;
 - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff;
 - Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and / or out of terms activities;
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020).

5.2 Members of Staff

- **All members of staff have a responsibility to:**
 - Provide a safe environment in which children can learn;
 - Be prepared to identify children who may benefit from early help;
 - Understand the early help process and their role in it;
 - Understand the school's safeguarding policies and systems;
 - Undertake regular and appropriate training which is frequently updated;
 - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989;
 - Know what to do if a child says that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child;
 - Be able to identify and act upon indicators children are, or at risk of, developing mental health issues;
 - Know how to maintain an appropriate level of confidentiality;
 - Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection.

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5.3 Children and Young People

- **Children and young people (learners) have a right to:**
 - Feel safe, be listened to, and have their wishes and feelings taken into account;
 - Contribute to the development of school safeguarding policies;
 - Receive help from a trusted adult;
 - Learn how to keep themselves safe, including online.

5.4 Parents and Carers

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

Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website www.valleypark.viat.org.uk

6. Recognition and Types of Abuse and Neglect

- **All staff in school are made aware of the definitions and indicators of abuse and neglect, as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020.** This is outlined locally within the Kent Support Levels Guidance.

There are four categories of abuse:

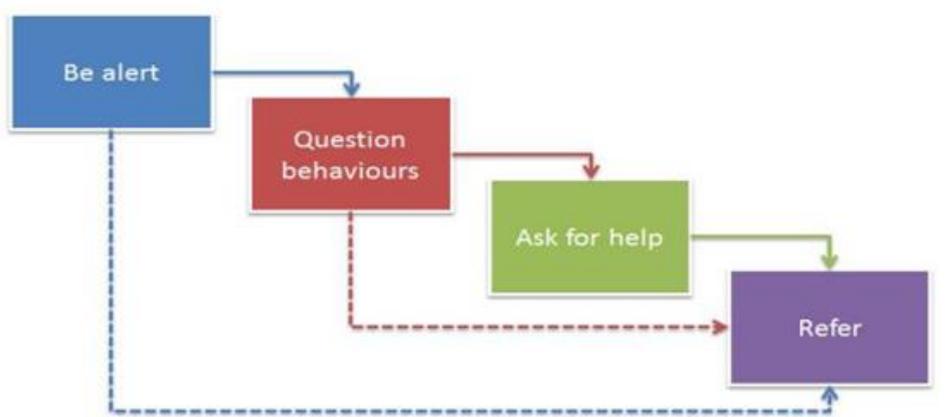
- Physical abuse;
 - Sexual abuse;
 - Emotional abuse;
 - Neglect.
- Members of staff are aware that child welfare concerns may arise in different contexts and can vary greatly in terms of their nature and seriousness.
 - The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
 - Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
 - Safeguarding incidents and / or behaviours can be associated with factors outside the school and / or can occur between children off-site. Children can be at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

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- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

7. Safeguarding and Child Protection Procedures

All members of staff are expected to be aware of and follow this approach:



- The school recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- Valley Park School adheres to the Kent Safeguarding Children multi-agency partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on their website: www.kscmp.org.uk
- All staff are aware of the process for making requests for support referrals for statutory assessments under The Children's Act 1989, along with the role they might be expected to play in such assessments.
- Valley Park School is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- Valley Park School recognises that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision-making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and / or the police in line with KSCMP procedures.
- The DSL may seek advice or guidance from Area Education Safeguarding Advisor from the 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 who is the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed, and consent to this will sought by the DSL in line with guidance provided by KSCMP.

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- Parents/carers will be informed 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.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the 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, they will inform the DSL as soon as possible.
- 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.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

8. Record Keeping

- Staff will record any welfare concern that they have about a child on the My Concern system, using the body map if injuries have been observed, and submit them without delay to the DSL. If there is an immediate concern, the member of staff should consult with the DSL before completing a My Concern referral as reporting urgent concerns takes priority. Records will be completed as soon as possible after the incident/event, using the child's words.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- My Concern records are kept securely on the central database which can only be accessed by the DSL and members of the Safeguarding Team.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school / setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- The Headteacher will be kept informed of any significant issues by the DSL.

9. Multi-agency Working

- Valley Park School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018).

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Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Valley Park School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

10. Confidentiality and Information Sharing

- Valley Park School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- All staff at Valley Park School recognise that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a student to other members of staff on a 'need to know' basis.
- All members of staff must be aware that while they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff are aware that they cannot promise a child to keep secrets that might compromise the child's safety or wellbeing.
- DfE Guidance on Information Sharing (July 2018) provides further detail. Decisions to share or not to share and why are recorded on any referrals made. Should anyone contact the school requesting information - checks are made as to who they are and from what service. Where necessary and appropriate parents are contacted to authorise the sharing of information. Alternatively, advice is sought from the Kent Safeguarding Team or through contact with Social Services or the LADO should the allegation be against a member of staff.
- Valley Park School has an appropriately trained Data Protection Officer as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. Our Data Protection Officers are:

Mr Richard Hayden – Trust DPO – Chief Operating Officer;
Mr Dave Fuller – Valley Park School DPO – Deputy Headteacher.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare, and protect the safety of children (KCSIE 2020).

11. Complaints

- The school has a Complaints Procedure available to parents/carers, pupils, staff and visitors who wish to report concerns. This can be found on the school website www.valleypark.viat.org.uk

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

12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of Keeping Children Safe in Education (2020) which covers safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2020. Members of staff have signed to confirm that they have read and understood Part One and Annex A. (Training Log held by DSL).
- The DSL will ensure that all new staff and volunteers (including agency and third party staff) receive child protection training to ensure they are aware of the school's internal safeguarding processes as part of their induction.
- All staff members (including agency and third party staff) will receive training to ensure they are aware of a range of safeguarding issues. The training will include online safety and will take place at least annually.
- All staff members (including agency and third party staff) will receive regular safeguarding and child protection updates, via email and staff bulleting, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third party staff) will be made aware of the school's expectations regarding safe and professional practice via the staff Behaviour Policy (or Code of Conduct) and Acceptable Use Policy.
- All staff will be encouraged to contribute to and shape Valley Park School safeguarding arrangements and child protection policies through requests for feedback and input via the staff bulletin.
- The DSL and Headteacher will provide an annual report to the Local School Board detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.
- Although the school has nominated leads for the Local School Board (Eddie O'Hanlon and Nick Baster), all members of the Local School Board will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe Working Practices

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites, video conferencing facilities etc.) and should adhere to the school's Online Safety and Acceptable Use policies.

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14. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
 - All staff will be supported by the DSL in their safeguarding role;
 - All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

15. Safer Recruitment

- Valley Park School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff.
- Valley Park School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 Safer Recruitment) and from the Disclosure and Barring Service (DBS).
- Valley Park School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Local School Board will ensure that there is at least one person who conducts an interview who has completed safer recruitment training.
- 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.
- We will ensure that all staff and volunteers have read the Staff Behaviour Policy/Code of Conduct and understand that their behaviour and practice must be in line with it.

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16. Allegations Against Members of Staff and Volunteers

- Valley Park School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher or deputy in their absence, who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of the Local School Boards who will contact the LADO in the first instance.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school'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. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- Valley Park School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

When in doubt - consult

17. Peer on Peer Abuse

- All members of staff at Valley Park School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The setting is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Valley Park School believes that abuse should never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern in accordance with Kent Safeguarding Children Board procedures.
- Further information about the school's response to specific allegations can be located in our school policies (not limited to) Behaviour, Complaints, Online Safety and Acceptable Use, Curriculum policies in relation to PSHEE.
- The school will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "[Sexting in Schools and Colleges](#)" guidance and [KSCB guidance](#).

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- Further information in relation to the school's approach to "sexting" can be found in the Online Safety Policy.
- When responding to concerns relating to child on child sexual violence or harassment, Valley Park School will follow guidance outlined in part 5 of KCSIE 2020 and ['Sexual Violence and 'Sexual Harassment Between Children in Schools and Colleges'](#)
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by:
 - Providing appropriate pastoral support;
 - Working with parents/carers;
 - Informing the police and Front Door services where appropriate.
- Valley Park School is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

18. Safeguarding Children with Special Educational Needs and Disabilities

- Valley Park School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL leads the SEND department at Valley Park School.
- Valley Park School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

19. Gangs, County Lines, Serious Violence, Crime and Exploitation

- Valley Park School recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegations seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs;
 - Children who go missing for periods of time or regularly come home late;
 - Children who regularly miss school or education or do not take part in education;
 - Change in friendships/relationships with others/groups;
 - Children who associate with other young people involved in exploitation;
 - Children who suffer from changes in emotional wellbeing;
 - Significant decline in performance;

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- Signs of self-harm/significant change in wellbeing;
- Signs of assault/unexplained injuries.

20. Mental Health

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

21. Online Safety

- It is recognised by Valley Park School that the use of technology presents challenges and risks to children and adults both inside and outside school.
- The DSL has overall responsibility for online safeguarding within the school working with the Deputy Head responsible for online learning who is also a member of the Safeguarding Team, Ronnie Ehren.
- Valley Park School identifies that the issues 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 have read Annex C regarding Online Safety within 'Keeping Children Safe in Education' 2020.
- Valley Park School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the school's **Online Safety Policy, Acceptable Use Policy and Image Use Policy.**
- Valley Park School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.
- Valley Park School acknowledges that whilst filtering and monitoring is an important part of school's online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- Valley Park School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

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Where children are asked to learn online at home in response to a full or partial closure:

- Valley Park School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and / or agreed systems e.g. Microsoft Teams.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our Behaviour Policy and Code of Conduct and Acceptable Use policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our Child Protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP).
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Valley Park School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

22. Curriculum and Staying Safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.
- Our school is aware of the most recent communication from the Department for Education on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

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23. The Use of School Premises by Other Organisations

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

24. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff are expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- 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 the school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

25. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.
- The policy forms part of our school development plan and will be reviewed annually.

26. Local Support

- All members of staff in Valley Park School are made aware of local support available.
 - West Kent Area Safeguarding Adviser (Education) – 03000 41 22 84
 - <https://www.kelsi.org.uk/child-protection-and-safeguarding/safeguarding-contacts>
- **Contact details for Online Safety in the Education Safeguarding Service**
 - 03000 415 797
 - esafetyofficer@kent.gov.uk (non-urgent issues only)
- **Contact details for the LADO**
 - 03000 410 888
 - kentchildrenslado@kent.gov.uk

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- **Integrated Children's Services**
 - Front Door: 03000 411 111
 - Out of Hours number: 03000 419 191
- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - 03000 421 126
 - kscmp@kent.gov.uk
- **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

27. National Support

- **Support for staff**
 - Education Support Partnership: www.educationsupportpartnership.org.uk
 - Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- **Support for learners**
 - ChildLine: www.childline.org.uk
 - Papyrus: www.papyrus-uk.org
 - The Mix: www.themix.org.uk
 - Shout: www.giveusashout.org
 - Fearless: www.fearless.org
- **Support for adults**
 - Family Lives: www.familylives.org.uk
 - Crimestoppers: www.crimestoppers-uk.org
 - Victim Support: www.victimsupport.org.uk
 - Kidscape: www.kidscape.org.uk
 - The Samaritans: www.samaritans.org
 - NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
 - MOSAC: www.mosac.org.uk
 - Action Fraud: www.actionfraud.police.uk
 - Shout: www.giveusashout.org
- **Support for Learning Disabilities**
 - Respond: www.respond.org.uk
 - Mencap: www.mencap.org.uk
- **Domestic Abuse**
 - Domestic Abuse Services: www.domesticabuseservices.org.uk
 - Refuge: www.refuge.org.uk
 - Women's Aid: www.womensaid.org.uk
 - Men's Advice Line: www.mensadviceline.org.uk
 - Mankind: www.mankindcounselling.org.uk
 - National Domestic Abuse Helpline: www.nationaldahelpline.org.uk

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- Respect Phone line: <https://respectphoneline.org.uk>
- **Honour-based Abuse**
 - Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
 - FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
 - Mandatory reporting of female genital mutilation, procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- **Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:**
 - Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
 - National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
 - Rape Crisis: <https://rapecrisis.org.uk>
 - Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
 - Brook: www.brook.org.uk
 - Victim Support: www.victimsupport.org.uk
 - Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
 - Disrespect Nobody: www.disrespectnobody.co.uk
 - Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- **Substance Misuse**
 - We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
 - Talk to Frank: www.talktofrank.com
- **Mental Health**
 - Mind: www.mind.org.uk
 - Moodspark: <https://moodspark.org.uk>
 - Young Minds: www.youngminds.org.uk
 - We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- **Online Safety**
 - CEOP: www.ceop.police.uk
 - Internet Watch Foundation (IWF): www.iwf.org.uk
 - Think U Know: www.thinkuknow.co.uk
 - Childnet: www.childnet.com
 - UK Safer Internet Centre: www.saferinternet.org.uk
 - Report Harmful Content: <https://reportharmfulcontent.com>
 - Parents Info: www.parentinfo.org
 - Marie Collins Foundation: www.mariecollinsfoundation.org.uk
 - Internet Matters: www.internetmatters.org.uk
 - NSPCC/Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
 - Get Safe Online: www.getsafeonline.org
 - Stop it Now!: www.stopitnow.org.uk
 - Parents Protect: www.parentsprotect.co.uk
- **Radicalisation and Hate**
 - Educate Against Hate: www.educateagainsthate.com
 - Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism

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- True Vision: www.report-it.org.uk



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Appendix 1 – Categories of Abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2019 and staff who have direct contact with students should also read annex A.

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)

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- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect

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

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



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APPENDIX 2 – Specific Safeguarding Issues

(ALSO SEE ANNEX A OF KEEPING CHILDREN SAFE IN EDUCATION 2020)

Children Missing Education

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

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

Child Sexual Exploitation (CSE)

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

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

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

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

'Honour based' violence

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

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

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

- "FGM The Facts":
www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/61587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf
- "FGM an Overview:" <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

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

Female Genital Mutilation (FGM) mandatory reporting duty

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

18 or over. In these cases, teachers should follow local safeguarding procedures.

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

Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information.

Contact: 020 7008 0151 or email: fmf@fco.gov.uk

Kent and Medway Gang Strategy

This strategy is the first multi-agency commitment to tackle gangs operating across Kent and Medway, and to support those affected by gangs and gang-related crime.

Vulnerable children and young people at risk of criminal exploitation by gangs are also at risk of a whole range of aligned abuse as a result of gang affiliation – from emotional and psychological maltreatment to sexual abuse and debt bondage. They may also be in situations which result in the neglect of their basic needs, live in an unsafe environment, have poor attendance and correspondingly poor long-term outcomes.

For full details please see this link:

https://www.kscb.org.uk/_data/assets/pdf_file/0005/81455/Final-Version-Kent-and-Medway-Gangs-Strategy.pdf

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Radicalisation

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

The school will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include the NCALT e-Learning

http://course.ncalt.com/Channel_General_Awareness/01/index.html or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>

The DSL will attend additional training which includes further information on the Prevent Duty.

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

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

Upskirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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APPENDIX 3 – Keeping Yourself Safe When Responding to Disclosures

(THE 6 R'S- WHAT TO DO IF...)

1. Receive

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

2. Respond

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

3. React

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

4. Record

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

5. Remember

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: www.kscb.org.uk

6. Relax

- Get some support for yourself. Dealing with disclosures can be traumatic for professionals.

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APPENDIX 4 – Coronavirus (COVID 19) (including during Enforced School Closure)

During any school closure, in response to COVID-19 and with arrangements in place for a Virtual School, we will adhere to Safeguarding Policy. Please note the following key arrangements in place during school closure:

- An online platform (My Concern) is used for staff to report any safeguarding concerns. The DSL and Deputy DSL have access to this from home and can respond to any safeguarding concerns as they are raised. Should both members of staff become ill at this time of closure, there is an additional Safeguarding Officer and issues will be overseen by another member of the Leadership Group to ensure appropriate actions have been taken.
- Should Parents/Carers have any concerns about the safety of their daughter/son during school closure contact can be made with the DSL or Deputy DSL by using the school telephone number or the following e mail addresses:
 - **Designated Safeguarding Lead:** Daniel Sargent, Assistant Headteacher – d.sargent@valleypark.viat.org.uk
 - **Deputy Designated Safeguarding Lead:** Margaret Hutchinson, Headteacher – m.hutchinson@valleypark.viat.org.uk, Dave Fuller, Deputy Headteacher – d.fuller@valleypark.viat.org.uk and Andrew Whatley, Assistant Headteacher – a.whatley@valleypark.viat.org.uk
- Staff will continue to look after the wellbeing and safety of our students through virtual school activities, whereby they are following the normal daily timetable, are in regular contact with students and colleagues and will raise any concerns regarding wellbeing and attendance via the appropriate channels.
- Students considered to be particularly vulnerable will be supported with more regular personalised contact from pastoral staff, SENCOs and welfare leads.
- School provision will be put in place for children of Key Worker parents and vulnerable students when appropriate. Staff at the provision will have had safeguarding training and will share any concerns with the DSL or Deputy DSL as necessary.
- All forms of abuse are a priority and any new cases will be dealt with in liaison with the appropriate external agencies by the DSL or Deputy DSL.
- Parents/Carers have been reminded to pay particular attention to their child's online safety at a time of increased use of social media and other online platforms. Security measures are in place across all school software monitoring student use and any concerns will be flagged to the DSL or Deputy DSL for ongoing action as necessary.
- School staff will continue to adhere to 'whistle blowing' procedures should they become concerned about the safety of a colleague working within school.