



Child Protection (Safeguarding) Policy

November 2018

Approved by the Governing Body Strategy Group 15/11/18

**This Policy is due for renewal in Term 2
2019–20**

CHILD PROTECTION (SAFEGUARDING) POLICY

OF

GODINTON PRIMARY SCHOOL

Designated Safeguarding Lead – Jill Talbot

Deputy Designated Safeguarding Leads – Sarah Stein

Governor with Responsibility for Safeguarding – Charlotte Wright

SECTION ONE – INTRODUCTION: AIMS AND ETHOS

Godinton Primary School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Godinton Primary School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work. Safeguarding is the responsibility of everybody.

Godinton Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
- It is our whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All our staff understand safe professional practice and adhere to our safeguarding policies.

There are four main elements to our safeguarding policy

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);

- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

SECTION TWO – CONTEXT

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

DfE guidance Keeping Children Safe in Education 2018 (KCSIE)

Working Together to Safeguard Children 2018 (WTSC)

Ofsted Guidance – Inspecting Safeguarding in Early Years, Education and Skills (2018)

Framework for the Assessment of Children in Need and their Families (2000)

Kent and Medway Safeguarding Children Procedures (Online, 2016)

Early Years and Foundation Stage Framework (2017)

These documents are available to staff, on the school network.

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 Governors and staff of Godinton Primary School take seriously our responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess and support those children who are suffering harm or who are at potential risk of harm.

SECTION THREE – DEFINITION OF SAFEGUARDING

The school acknowledges Ofsted’s definition of safeguarding as: “Safeguarding is not just “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 Strategy Group of the Governing Body that has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children missing education
- Children and the court system
- Children with family members in prison
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child criminal exploitation (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
- Homelessness
- Honour based violence
- Human Trafficking and Modern Slavery
- Mental health
- Missing children and adults
- Online Safety
- Peer on peer abuse
- Prevent Duty (Radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children
- Youth Produced Sexual Imagery or “Sexting”

(Also see Annex A within ‘Keeping Children Safe in Education’ 2018 and Appendix 3)

Every member of staff at Godinton Primary School recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as

protecting children from any other risks.

SECTION FOUR – RELATED SAFEGUARDING POLICIES

We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care. This Policy, therefore should be read and followed in conjunction with the wider safeguarding policies and guidance documents as listed below. These are available for school staff on the school network. Where indicated, policies are also available for parents on the school website, and where not, a copy can be obtained from the school office.

Available on the school website (www.godinton.kent.sch.uk)

- Behaviour Management Policy (including use of physical intervention)
- Online Safety Policy (including use of social media)
- Anti-Bullying Policy
- Sex and Relationship Education Policy
- Use of Photographic Images of Children Policy
- Drug Education Policy
- Personal and Intimate Care Policy
- Health and Safety Policy
- Medical Needs and First Aid Policy
- Whistle-Blowing Policy
- Data Protection and Information Sharing
- Attendance (Children Missing in Education)

Further policies available on request from the school office:

- Children in Care Policy
- Classroom Volunteers
- Confidentiality
- Educational and Community Visitors
- Risk assessments (e.g. educational visits and use of technology)
- Safer Recruitment Policy
- Managing Allegations Against Staff
- Staff Code of Conduct (Including Acceptable Use of Technology Policy)

Further Guidance for School Staff, in addition to documentation outlined in paragraph one is available on the school network or from the DSL. It includes the documents outlined in appendix 7.

SECTION FIVE – KEY RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in

safeguarding children. Schools form part of the wider safeguarding system for children and all staff have a responsibility to provide a safe environment in which children can learn.

The Governing Body have read and follow KCSIE 2018. Further information regarding the key strategic responsibilities of the Governing Body and Headteacher are identified in Appendix 1.

The nominated Governor for Safeguarding is Charlotte Wright. The nominated Governor takes a lead role in ensuring that the school has an effective policy that interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. Confidential information is not shared with Governors.

The Governing Body, Headteacher and Leadership Team will ensure that the DSL(s) is / are properly supported in this role at a time and resource level.

5.1 Designated Safeguarding Lead

The school has appointed a member of the Senior Leadership Team (Jillian Talbot – Headteacher) as the Designated Safeguarding Lead (DSL). The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL undergoes appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL's training is formally updated every two years but their knowledge and skills are updated at regular intervals, at least annually through safeguarding e-bulletins, local meetings, training sessions and the release of new publications and guidance materials in order to keep up with developments relevant to their role.

The school has appointed additional staff to deputise for the DSL. This is: Sarah Stein (Assistant Head). Jacqui McGibney will also act as a Deputy DSL, once training has been completed during the course of this academic year. Deputy DSLs attend appropriate training that enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff and other members of the school community to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child

protection concerns

- Coordinate safeguarding action for individual children. In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school headteacher in the authority that looks after the child (with the DSL liaising closely with the designated teacher).
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children 2018
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's role in any multi-agency plans for a child.
- Ensure that the school complies with safer recruitment procedures as outlined in KCSIE 2018.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns and contactable during school based out of hours activities
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018)

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2018, part two and are attached as Appendix 2 in this policy.

5.2 Members of Staff

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- To understand the early help process and their role in it.
- To understand your schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly 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 tells them that he or she is being abused or neglected.
- 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 be in need of help or protection.

The welfare and safety of children are the responsibility of all staff in school and ANY

concern for a pupil's welfare **MUST** be reported to the Designated Safeguarding Lead(s).

All members of staff at Godinton Primary School know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 5 for advice for staff on responding to safeguarding concerns.

5.3 Children and young people

Children and young people (pupils) have a responsibility to:

- Adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures and contribute to their development
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

5.4 Parents and Carers

Parents/carers have a responsibility to:

- Be aware of the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the school's safeguarding policies

A statement in the school handbook for parents which is an annex to the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. The safeguarding pages on the school website also outline these responsibilities.

The policy for Child Protection (Safeguarding) is available on the school website (www.godinton.kent.sch.uk) on the safeguarding pages. Here parents can also locate the school's other safeguarding policies. Attention is drawn to the school's policy in the school document 'In Safe Hands' which outlines all the school's policies relating to

safeguarding, both of which are available on the school website's safeguarding pages.

SECTION SIX – LOCAL SUPPORT

All members of staff in Godinton Primary School are made aware of local support available. This information can be located on the safeguarding board in the school staff room.

Contact details for Area Safeguarding Adviser (Education Safeguarding Team)

Area Safeguarding Adviser (Education) Tracy McDowell–Austin

Area Safeguarding Assistant Lin Storton (admin support part time)

Office: 03000 415648

Mobile: 07917 602413

Tracy.mcdowell–Austin@theeducationpeople.org

Contact details for Online Safety (Education Safeguarding Team)

Rebecca Avery, Education Safeguarding Adviser (Online Protection):

Ashley Assiter, e–Safety Development Officer

03000 415797

esafetyofficer@kent.gov.uk (non–urgent issues only)

Contact details for the LADO

Telephone: 03000 410888

Email: kentchildrenslado@kent.gov.uk

Children's Specialist Services

Central Duty Team: 03000 411111

Out of Hours Number: 03000 419191

Early Help and Preventative Services

earlyhelp@kent.gov.uk

03000 419222

Kent Police

101 (or 999 if there is an immediate risk of harm)

Kent Safeguarding Children Board (KSCB)

kscb@kent.gov.uk

03000 421126

SECTION SEVEN – RECOGNITION AND TYPES OF ABUSE AND NEGLECT

All staff in school are aware of the definitions and signs and symptoms of abuse. There are four categories of abuse. These are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 3.

Staff should also refer to Part 1 and Annex A within ‘Keeping children safe in education’ 2016 (see appendix 4) and ‘What to do if you are worried a child is being abused’ 2015. Annex A gives further details of other issues of abuse which is outlined in Appendix 4 of this policy.

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

Members of staff are made aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. 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 of time, 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 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 that may make it difficult to tell others what is happening. Children 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.

The school monitors pupil attendance on a regular basis and will identify patterns of absence which may signify safeguarding concerns (e.g. similar days of absence on a regular basis, unreported absences etc.). This is brought to the attention of the DSL who will contact parents and assess whether further support or action may be required. The school follows DfE guidance in relation to children missing education (Children Missing Education – September 2016) in order to ensure that children do not get lost in the system and that information is shared appropriately.

Training for staff also develops their understanding of radicalisation and extremist behaviour and the impact that this has on pupils. If staff have concerns or it is suspected that pupils are vulnerable, they will inform the DSL and Kent Police PREVENT team. Further details of the school's response to the National Prevent Strategy are outlined in the school's Prevent Strategy Policy.

SECTION EIGHT – STAFF INDUCTION, AWARENESS AND TRAINING

All members of staff have been provided with a copy of part one of the “Keeping Children Safe in Education” (2018) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2016. Members of staff have signed to confirm that they have read and understood Part One and Annex A. This record is held by the DSL.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

All staff members, including temporary staff, will receive appropriate safeguarding and

child protection training (organised by the DSL) which will enable them to:

- Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- Respond appropriately to safeguarding issues and take action in line with this policy
- Record concerns in line with the school policies
- Refer concerns to the DSL and be able to seek support external to the school if required

All staff, including temporary staff, receive appropriate training to ensure they are aware of a range of safeguarding issues and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse, safe working practice and external reporting mechanisms. Training is organised by the DSL in line with government guidance that currently requires this to be updated every three years.

All staff, including temporary members of staff, will receive regular safeguarding and child protection updates (through staff meetings and email), as required, to provide them with relevant skills and knowledge to safeguard children effectively. An annual safeguarding pack is produced for all staff.

All members of staff, including temporary members of staff, will be made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.

The school recognises the expertise that members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding. All staff are invited to make suggestions to the DSL or Headteacher at any time but especially when safeguarding is discussed at staff meetings, during training or when the policy is due for review.

The DSL will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and maintains up to date registers of who has been trained.

The nominated governor (Charlotte Wright) will receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the

Governing Body. All members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

SECTION NINE – SAFE WORKING PRACTICE

All members of staff are required to work within clear guidelines on Safe Working Practice known as the school's Code of Conduct.

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

The school's staff code of conduct is a separate policy and outlines areas such as:

- Out of school contact with pupils
- Physical contact with pupils.
- Personal care of pupils.
- Relationships and attitudes.
- Extra-curricular activity.
- Reporting of incidents.
- Risk Assessment and lone working
- Use of e-mail and mobile phones

This policy has been developed from the document 'Guidance for Safe Working – Practice Adults who work with children and Young People' (DCSF October 2015) which is available on the school network. The Teacher Standards document (2012) also provides a clear outline of expectations.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in 'Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings', the school's Online Safety Policy and Acceptable Use Policy and 'Safe Practice with Technology' – Guidance for Adults who Work with Children and Young People. These documents are available in the staff room, from the DSL or on the school network.

There are times in the school day when a child may try to hold hands with a member of staff or to give them a hug. The staff approach these gestures with sensitivity and with appropriate attention to the staff code of conduct. Sometimes a child may need to have their hand held and sometimes staff may need to appropriately comfort a child who is distressed (e.g. an arm around the shoulder). In all circumstances physical contact with a pupil must be:

- Warranted
- Proportionate
- Safe
- and applied equitably.

Adults working with children are in a position of trust in relation to all pupils on roll. The relationship between a person working with children is one in which the adult has a position of power or influence. All actions by members of staff in school must take this into consideration.

The school has a separate policy for intimate care which should be read in conjunction with this policy.

Physical restraint should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of Kent's 'Holding Safely – A Guide for Physically Restraining Children and Young People and the school's own Behaviour Management Policy and any physical interventions must be in line with agreed policy and procedure. Further guidance on this is available from the DSL.

9.1 Allegations against Members of Staff and Volunteers

Godinton Primary School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported directly to the Chair of Governors who will contact the LADO in the first instance.

When in doubt – consult.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Senior Management Team.

All members of staff are made aware of the school's whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

Godinton Primary 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 the school's personnel service.

For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy which can be found in the staff room and on the school network.

SECTION TEN – STAFF SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All new staff including newly qualified teachers and support staff receive induction training and have a mentor with which they can discuss any concerns including safeguarding concerns. This may be their line manager or the Human Resources Manager.

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

Volunteers and students on work experience placements or completing teacher training placements are also made aware of child protection procedures from an appropriate member of staff.

The school will provide appropriate supervision and support for all members of staff, including those who work in the Early Years Foundation Stage to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time.

The DSL or Human Resources Manager can 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. . A support telephone line is also available for staff. Further information about a range of supporting organisations can be found in appendix 6.

Professional clinical supervision is arranged every 6 weeks for the school's Family Liaison Officer. The school will ensure that members of staff who work in the Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of EYFS 2017.

SECTION ELEVEN – SAFER RECRUITMENT

Godinton Primary School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and Senior Management Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process (including pre-employment checks) which places safeguarding at its centre, regardless of employee or voluntary role. The Governing Body will ensure that at least one person who conducts an interview will have completed safer recruitment training.

The Single Central Record is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:

- Dates of recruitment
- References
- Identity Checks
- Criminal Record checks, reference number, including date check was obtaining and details of who obtained it
- Eligibility to work in the UK checks
- Other essential key data

The school has a separate Safer Recruitment Policy that should be read in conjunction with this policy.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements. The Headteacher will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

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, cautions, reprimands and warnings.

SECTION TWELVE – SAFEGUARDING AND CHILD PROTECTION PROCEDURES

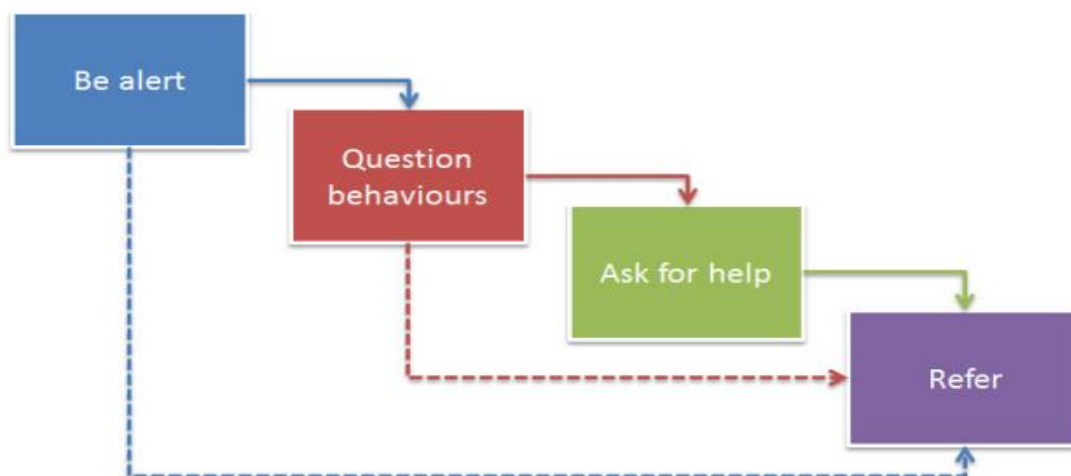
Godinton Primary School adheres to the KSCB Safeguarding Children procedures (April 2016). The full KCSB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kcsb.org.uk. Additional guidance documents for staff can be found on the school network and are available from the DSL.

All staff are provided with a copy of part one of the DfE guidance “Keeping Children Safe

in Education 2018” covering Safeguarding information as part of their safeguarding training or induction.

‘What to do if you are worried about a child being abused’ (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

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



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

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

The DSL may seek advice or guidance from Area Education Safeguarding Adviser from the Education Safeguarding Team 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 request for support referrals for statutory

assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

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 KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Team or via consultation from a Local Authority social worker at 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.

On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process and seek advice externally.

If after a referral a child's situation does not appear to be improving then the DSL (or the person that made the referral) will request reconsideration to ensure that the schools concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

On some occasions, it may be necessary to act quickly, for example, to protect a child from a drunken or violent parent. In these circumstances, it would be appropriate to telephone the police immediately.

In less serious situations, where a referral may not be considered appropriate, the school may also consider delivering its own programme of support for the child and/ or parents. This may include the involvement of the school's Pastoral Support Team, which includes Jacqui McGibney the Family Liaison Officer.

12.1 Responding to Concerns / Disclosures

Concerns for a child or young person may come to the attention of staff in a variety of ways for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be must discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff they will:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk. Staff must ensure that they do not promise a child that information disclosed to them will remain secret or confidential.
- Record the conversation as soon as possible by completing a 'Cause for Concern' form and if necessary indicating injuries on a body map. These forms are available from the DSL and are in the staff room.
- Inform the DSL.

SECTION THIRTEEN – RECORD KEEPING

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping.

Staff will record any welfare concern that they have about a child on the school's safeguarding 'Cause for Concern' form (with a body map where injuries have been observed) and pass them without delay to the DSL. These are photocopied on fluorescent paper and are available from the school office, staff room, DSL office, FLO's office and PPA room). Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.

All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.

Safeguarding records are kept for individual children and separate from all other records relating to the child in school and are kept in accordance with data protection legislation. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.

The Headteacher will be kept informed of any significant issues by the Deputy DSLs in her absence.

All safeguarding records will be transferred in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Headteacher and a receipt of delivery will be obtained

Detailed guidance on Record Keeping is found in a separate document: "Guidelines for Safeguarding Record Keeping in Schools" which can be located on the school's network. All Staff will familiarise themselves with their responsibilities as outlined in this document.

This document is on the school network.

SECTION FOURTEEN – MULTI-AGENCY WORKING

Godinton Primary School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance, both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. [Name of 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.

SECTION FIFTEEN – CONFIDENTIALITY AND INFORMATION SHARING

Godinton Primary School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis. All adults working in school are made of the school's confidentiality policy.

All members of staff are made aware that whilst they have duties to keep any information about children, families and colleagues that have access to, because of their role, confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets that might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 5.

DfE Guidance on Information Sharing (March 2015) provides further detail. This is available on the school network.

If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

SECTION SIXTEEN – COMPLAINTS

The school has a Complaints Procedure available to parents, pupils/students and staff who wish to report concerns. This can be found on the school website or is available from the

school office.

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 this can be found on the school network.

SECTION SEVENTEEN – PEER ON PEER ABUSE (ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN)

Godinton Primary School recognises 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 school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Godinton Primary School believes that abuse is abuse and it will 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 and will follow the same procedures, as outlined in the policy and in accordance with Kent Safeguarding Children Board procedures.

The school is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched / assaulted or being subject to initiation / hazing type violence.

Further information about the schools response to allegations of abuse against pupils can be located in the policies for bullying, behaviour and online safety.

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 KCSB guidance. Further information can be found in the school’s online safety policy.

The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, Child Line etc.). Further information can be found in the PSHE and sex and relationship education policy.

Pupils who have been experienced peer on peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to

provide further or specialist advice and guidance

Pupils who are alleged to have abused other pupils will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate

Godinton Primary 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.

SECTION EIGHTEEN – SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Godinton Primary School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs that may make it difficult to tell others what is happening

Godinton Primary 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.

SECTION NINETEEN – CURRICULUM AND STAYING SAFE

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.

Godinton Primary School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Children will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education lessons and through sex and relationship education lessons. This will include, but is not limited, to bullying (including cyber bullying), stranger danger, road safety, abuse, neglect, radicalisation, child sexual exploitation, gender based violence, sexual assaults, sexting and inappropriate online behaviour

Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Godinton Primary School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Child Protection issues are addressed through the curriculum, policies and guidance and through school/community initiatives.

Specific systems outside of the expected day to day classroom interaction and support will include:

PHSE lessons and events – STAR Week

Mini Management Team

Behaviour Management strategies

Community initiatives e.g. Safety in Action

Anti-Bullying Strategies

Extra-Curricular Activities

Playtime Buddies

Pastoral Support Groups

Online Safety events

Pupil Questionnaires

SECTION TWENTY – ONLINE SAFETY

It is recognised by Godinton Primary School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL and Deputy DSLs as appropriate for example when developing curriculum approached or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safety within the school.

Godinton Primary School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

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

The DSL and Senior Management Team have read annex C regarding Online Safety within ‘Keeping Children Safe in Education’ 2018.

Godinton Primary School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2018 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the school’s online safety policy, acceptable usage policy and digital images policy. These can be found on the school network and on the board in the staff room.

Godinton Primary School ensures that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school receives regular suspicious activity monitoring reports from EIS in this regard. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding

Godinton Primary School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school online safety policy, which can be found on the school website or on the school network.

Godinton Primary 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.

Detailed information about the schools response to online safety can be found in the school's Online Safety policy and Acceptable Use policy, which can be found on the school network.

The DSL is also the Online Safety Coordinator. The school has a separate policy for online safety which should be read in conjunction with the Safeguarding (Child Protection) policy. A selection of guidance materials are available from the DSL.

The school also has a separate policy for taking photographic images of children.

SECTION TWENTY ONE - THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately, by another body using the school premises, the Head Teacher and Governing Body will seek 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 assurance is not achieved, an application to use premises may be refused.

The school has a visitor's policy that outlines the above in greater detail. The school also has a lettings policy that provides details about the letting process and expectations of those hiring school facilities.

SECTION TWENTY TWO - SECURITY

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

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

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

All staff must wear ID lanyards at all times whilst the school is in operation. Governors must also wear ID lanyards when on site.

SECTION TWENTY THREE – FOUNDATION STAGE

The principles and procedures outlined in this policy refer to all children within the school including those in the Foundation Stage. The school ensures that the statutory welfare requirements of the EYFS are applied to the Foundation Stage as outlined in Early Years Foundation Stage 2017 Welfare Requirements.

SECTION TWENTY FOUR – EQUAL OPPORTUNITIES AND RACIAL EQUALITY

All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim. We promote race equality in our approach in dealing with all safeguarding issues.

SECTION TWENTY FIVE – CHILDREN IN CARE

The interests of children in care (CIC) are considered in the implementation of this policy.

SECTION TWENTY SIX – MONITORING AND REVIEW

All school staff including temporary staff will have access to a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought. Annually, staff sign to the effect that they have read and understood its content. This policy is shared with volunteers.

This policy has been written to reflect the guidance and legislation issued in relation to safeguarding children and promoting their welfare within schools.

This policy is available on request for all parents and is available on the school website.

This policy and our procedures for safeguarding will be reviewed annually. The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments contributing to this process.

SECTION TWENTY SEVEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their

identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Appendix 1

Responsibilities of the Governing Body and the Headteacher

The Governing body has the responsibility to ensure:

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCB training in inter-agency working, in addition to basic child protection training
- The school has an up-to-date child protection policy that is consistent with KSCB requirements, reviewed annually and made available to parents on request
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place
- There is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff, receive safeguarding training
- That all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.
- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- That the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified immediately.
- That children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher has the responsibility to ensure:

That the child protection policy and procedures are implemented and followed by all staff

- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings
- That all members of staff feel able to raise concerns about poor or unsafe practice

and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures

- That child's safety and welfare is addressed through the curriculum

APPENDIX 2

Responsibilities of the Designated Safeguarding Lead

- The Designated Safeguarding Leads are the first point of contact for all staff and volunteers to go to for advice if they are concerned about a child. They are available during the school day and can be contacted out of hours when school activities are taking place.
- They have a higher level of safeguarding training and knowledge than the rest of the staff and should have completed Designated Safeguarding Lead Training;
- They are responsible for ensuring that their organisation's safeguarding policy is kept up to date, complete an annual safeguarding audit and ensure that related policies and procedures are followed and regularly updated;
- They ensure that the school complies with safer recruitment procedures for new staff members including ensuring that suitable safeguarding induction has taken place and that procedures are in place for the induction and placement of volunteers;
- They arrange and deliver staff safeguarding training and ensure that staff are updated on new statutory guidance;
- They make staff and volunteers aware of the need to raise safeguarding concerns and how this can be done.
- They make decisions about whether staff concerns meet the threshold for a request for support to the Front Door or whether other courses of action are more appropriate and complete referrals.
- They coordinate the school's involvement in Child in Need and Child Protection Plans and attend relevant meetings and conferences;
- They ensure that concerns are logged and stored securely and comply with statutory guidance on this;
- They are responsible for promoting a safe environment for children and young people;
- They provide support, supervision and advice for any member of the school community with a safeguarding concern;
- They know the contact details of relevant statutory agencies e.g. Children's Social Services (CSS), Police, Local Safeguarding Children Board, and the Local Authority Designated Officer (LADO) for allegations against staff;
- They coordinate the early identification of vulnerable children and families and the course of action to be taken in order to support;
- They provide information for staff and volunteers with regard to what to do if they

are dissatisfied with school safeguarding procedures;

- They are the safeguarding lead for all issues relating to online safety within the school and complete and deliver relevant training;

- It is not the responsibility of the designated safeguarding officer to decide whether a child has been abused or not- that is the responsibility of investigative statutory agencies such as Children's Social Services or the police. However keeping children safe is everybody's business and all staff should know who to go to and how to report any concerns they may have about a child being harmed or at risk of being harmed.

APPENDIX 3

Types 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' 2018 and staff who have direct contact with pupils should also read annex A.

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

Signs that MAY INDICATE Sexual Abuse

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

- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging

- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

APPENDIX 4

Specific Safeguarding Issues

(See Annex A of Keeping Children Safe in Education 2018)

1. Children Missing Education

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

Godinton Primary 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 schools policy and procedures regarding attendance.

2. Child Sexual Exploitation (CSE)

Staff at Godinton Primary School have been made aware of the revised definition of Child Sexual Exploitation as issued in the Department for Education in February 2017

<http://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.’

Godinton Primary 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 Godinton Primary 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 is 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.

3. ‘Honour Based’ Violence

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

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

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

- “FGM The Facts”:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf
- “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.

4. Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32–36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information.

Contact: 020 7008 0151 or email: fmufco.gov.uk

5. Female Genital Mutilation (FGM) mandatory reporting duty

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless staff have 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 member of staff does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Summary of the FGM mandatory reporting duty

6. Radicalisation

Godinton Primary 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.

Godinton Primary School will ensure all members of staff complete an approved training package that 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 is the NCALT e-Learning http://course.ncalt.com/Channel_General_Awareness/01/index.html or <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 Godinton Primary 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 Godinton Primary School will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalization and extremism can be found in the schools online safety policy and the Prevent Duty Policy.

Details of the following safeguarding issues can be found in Keeping Children Safe in Education 2018

- Children and the Court System
- Children with family members in prison
- Domestic Abuse
- Homelessness
- Peer on Peer Abuse
- Sexual Violence and Sexual Harassment between children in schools

APPENDIX 5

Procedure for dealing with 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 whom 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

APPENDIX 6

Sources of Support and Information

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
- Child Line: 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

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

Honour based Violence

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

Sexual Abuse and 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

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

APPENDIX 7

Further Guidance for School Staff

An asterisk Indicates that the document is available on the school network

Please also see Annex A of Keeping Children Safe in Education 2018

Abuse

What to Do if You are Worried About a Child being Abused (DfE March 2015) •

Domestic Abuse – How to get Help (<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>)

Child Abuse Linked to Faith or Belief: National Action Plan (<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>)

Information Sharing Advice for Safeguarding Practitioners (DfE March 2015) •

Kent and Medway Inter-Agency Threshold Criteria for Children in Need (September 2015)

Bullying

Preventing and Tackling Bullying (DfE July 2017) •

Children Missing from Education, Home or Care

Children Missing Education (September 2017) •

Statutory Guidance on Children Who Run Away or go Missing from Home or Care (2014) •

Child Exploitation

Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance •

Child Sexual Exploitation (February 2017) •

Safeguarding Children who may have been Trafficked (HO guidance)•

Drugs Advice

DfE and ACPO Drug Advice for Schools (September 2012)•

Honour Based Violence (So Called)

Female Genital Mutilation (FGM) (<https://www.gov.uk/government/collections/female-genital-mutilation>)

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

Female Genital Mutilation (FGM) Mandatory Reporting Procedural Information. *

Health and Wellbeing

Safeguarding Children in Whom Illness is Fabricated or Induced *

Supporting Pupils at School with Medical Conditions (December 2015) *

Mental Health and Behaviour in Schools (March 2016) *

Online Safety

Guidance on the Use of Cameras in School – KCC (2016) *

KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People (2010) *

General Safeguarding Practices / Information

Keeping Children Safe in Education 2018 *

Education and Young People's Services Directorate – Guidelines for safeguarding Record Keeping in Schools (November 2016) *

Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff (Safer Recruitment Consortium October 2015) *

Use of Reasonable Force (DFE July 2013) *

'Holding Safely' – A Guide for Physically Restraining Children and Young People (2011) *

Searching Screening and Confiscation (February 2014) *

Safeguarding Children and Child Protection – Induction Leaflet Guidelines for School Staff (KCC September 2018) *

KCC Education Safeguarding Team – Child Protection Dealing with disclosures in school (June 2015) *

KCC Education Safeguarding Team – Supervision Guidance (2013) *

KCC Education Safeguarding Team – Safeguarding procedures for Managing Allegations Against Staff within Schools and Education Settings (September 2015) *

KCC Dealing with Disclosures in School (June 2015) *

KCSB – Safer Recruitment and Employment (Practice Guidance on Minimum Standards) (September 2014) •

DOH (2009) “Safeguarding Disabled Children – Practice Guidance” •

Early Years Foundation Stage 2017 Welfare Requirements •

Radicalisation

Prevent Duty Guidance 2015 •

Prevent Duty Advice for Schools (June 2015) •

KCSB guidance on the Prevent Strategy (available online at: <http://www.kscb.org.uk/guidance/extremism-and-radicalisation2>)

Violence

Gangs and Youth Violence (<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>)

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (May 2018) •