



Child Protection (Safeguarding) Policy

September 2021

Approved by the Governing Body Strategy Group 23.09.21

**This Policy is due for renewal in Term 1
2022–2023**

CHILD PROTECTION (SAFEGUARDING) POLICY

OF

GODINTON PRIMARY SCHOOL

Designated Safeguarding Lead – Jill Talbot

Deputy Designated Safeguarding Leads – Sarah Stein and Jacqui McGibney

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 when determining what safeguarding action to take and what services to provide.
- All our staff understand safe professional practice and adhere to our safeguarding policies.

All staff working at Godinton Primary School are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

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 recognise and 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 timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

Godinton Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, ‘Keeping Children Safe in Education’ 2021 (KCSIE 2021) which requires individual schools and colleges to have an effective child protection policy.

The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020.

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 but is not limited to:

DfE guidance Keeping Children Safe in Education 2021 (KCSIE)

Working Together to Safeguard Children 2018 (WTSC)

Ofsted Inspection Framework 2021

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 (2021)

The Education Act 2002

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.

Godinton Primary 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.

As a result of the Covid-19 pandemic some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services, such as health and the Local authority to ensure necessary support is in place.

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

In line with KCSIE 2021, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The Safeguarding Policy 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 policy will be updated as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or changes to our own procedures.

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):

- Abuse and Neglect
- Bullying (including cyberbullying)
- Children missing education (CME)
- 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)
- Contextual Safeguarding (Risks outside the family home)
- 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
- Serious Violence
- Sexual violence and sexual harassment between children
- Upskirting
- Youth Produced Sexual Imagery or “Sexting”

(Also see Part One and Annex B within ‘Keeping Children Safe in Education’ 2021)

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 (including plans for re-opening)
- 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 and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.

The Governing Body have read and follow KCSIE 2021 guidance and ensure that our policies, procedures and training are effective and complies with the law at all times. 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 will support the DSL and have oversight 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 DSLs are

properly supported in this role at a time and resource level.

The Headteacher will ensure that our child protection and safeguarding policies are adopted by the Governing Body and understood and followed by all staff.

5.1 Designated Safeguarding Lead

The school has appointed a member of the leadership team (Jillian Talbot, Headteacher) as the Designated Safeguarding Lead (DSL). Additionally, the school/college have appointed Deputy DSLs (Sarah Stein – Assistant Headteacher and Jacqui McGibney– Family Liaison Officer) who will have delegated responsibilities and act in the DSLs absence.

The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school/college. Whilst the activities of the DSL may be delegated to the deputies, 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 required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs 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.

The DSL (and deputies) 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 carry out their functions as identified in Annex C of KCSIE 2021. This includes but is not limited 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. 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 Headteacher in the authority that looks after he child (with the DSL liaising closely with the designated teacher).
- Liaise with other agencies and professionals in line with KCSIE 2021 and WTSC 2018

- Ensure that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership (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/college role in any multi-agency plan for a child.
- Be available during term time (during school/college hours) for staff in the school/college 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/college leadership staff.
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2020, 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 the school's 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 and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that 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 be in need of help or protection.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

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:

- Feel safe, be listened to and have their wishes and feelings taken into account.
- Confidently report abuse, knowing that their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Contribute to the development of school safeguarding policies
- Receive 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 children about safeguarding issues with their children 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.
- Seek help and support from the school or other agencies.

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 Advisor (Education) Claire Ledger

Area Safeguarding Assistant Tracy McDowell – Austin / Lin Stornton

Office: 03000 415648

Mobile: 07917 602413

claire.ledger@theeducationpeople.org

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

07789 968705

rebecca.avery@theeducationpeople.org

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

Contact details for the LADO

Telephone: 03000 410888

Email: kentchildrenslado@kent.gov.uk

Integrated Front Door: 03000 411111 (outside office hours 03000 419191)

Early Help Contacts can be found on www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts

Kent Police

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

Kent Safeguarding Children Multi-Agency Partnership (KSCMP)

kscmp@kent.gov.uk

03000 421126

Adult Safeguarding

Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

SECTION SEVEN - RECOGNISING INDICATORS OF ABUSE AND NEGLECT

All staff 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 2021*. This is outlined locally within the *Kent Support Levels Guidance* which is available from the DSLs or online at:

<https://www.kscmp.org.uk/guidance/kent-support-levels-guidance>

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.

All staff 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*. 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.

Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.

Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children offsite. 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.

Our school recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

If deemed necessary by the Headteacher or by staff authorised by the Headteacher following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the DfE guidance, 'Searching, screening and confiscation at school' guidance.

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.

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. In all cases, if staff are unsure, then they should speak to the DSL.

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 'Keeping Children Safe in Education' (2021) which covers safeguarding information for all staff. It has been decided that all staff and volunteers should read and understand the full version of section one. Support will be offered in accessing this material if required.

School leaders, including the DSL will read the entire document.

School leaders and all members of staff who work directly with children will read annex B within Keeping Children Safe in Education 2021.

All members of staff have signed to confirm that they have read and understood KCSIE. This online record will be kept by the 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/college internal safeguarding processes as part of their induction. Training will be face to face and staff will be provided with written materials to support their understanding.

All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates (list how this will be achieved for example, via email, e-bulletins, staff meetings) 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 expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).

Staff will be encouraged to contribute to and shape school safeguarding arrangements and

child protection policies through input into the policy.

The Headteacher (DSL) will provide an annual report to the governing body including information about the safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

Although the school has a nominated lead for the governing body (Charlotte Wright), 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 and volunteers 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/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Godinton Primary School will respond to allegations in line with the local Kent allegations arrangements and Part Four of KCSIE 2021. Further information can be found within our 'Staff Disciplinary and Staff Code of Conduct Policy. This can be found on the school network.

Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold (see section below) will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Where the Headteacher is unsure on how to respond, for example if the school is unsure if a concern meets the harm 'thresholds', advice will be sought via the Local Authority

Designated Officer (LADO) Enquiry Line and/or the Education Safeguarding Service.

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.

9.1.1 Concerns that meet the 'harm threshold'

Our school recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against staff which meet this threshold will be referred immediately to the Headteacher who will contact the LADO to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO.

9.1.2 Concerns that do not meet the ‘harm threshold’

Our school may also need to take action in response to ‘low-level’ concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.

Where low-level concerns are reported to the school, the Headteacher will share or liaise with the LADO enquiries officer via the LADO Enquiry Line.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

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 School Business 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 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.

Supervision is arranged every 6 weeks for the school’s members of staff who work in the

Foundation Stage in accordance with the statutory requirements of EYFS 2021.

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 school will follow relevant guidance in Keeping Children Safe in Education 2021 (Section 3 ‘Safer Recruitment’) and from The Disclosure and Barring Service (DBS):

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

PLEASE REFER TO APPENDIX 7 FOR A FLOW CHART INDICATING WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD.

Godinton Primary 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: <https://www.kscmp.org.uk/>.

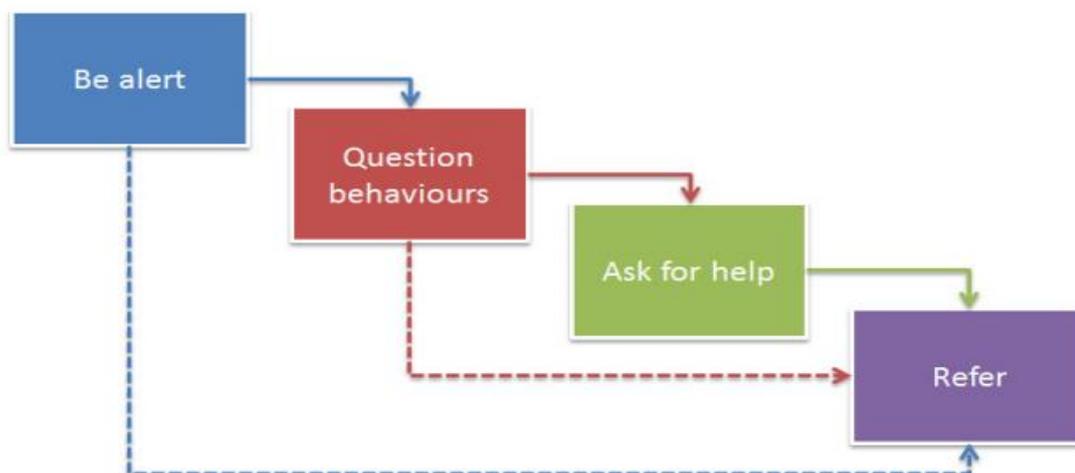
Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and/or Children’s Social Work Services as part of Integrated Children’s Services (ICS) in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services

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 2021” covering Safeguarding information as part of their safeguarding training or induction.

‘What to do if you are worried about a child being abused’ (DfE 2018) 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 ‘request for support’ will be made immediately to Integrated Children’s Services (via the ‘Front Door’) and/or the police, in line with KSCMP procedures.

Our schools recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to

investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.

The DSL may seek advice or guidance from 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 who are the first point of contact for Integrated Children's Services.

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

Where it is identified a child may benefit from Early Help support (as provided by ICS) , the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door. The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is 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.

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.

Godinton Primary School is an Operation Encompass School. This means that work in partnership with Kent Police to provide support to children experiencing domestic abuse.

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.

The school is moving to a full online record keeping system for all safeguarding concerns in 2021–22. Logging a cause for concern on the CPOMS system will replace the paper 'cause for concern' forms once this becomes live.

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. These are kept secure in the Headteacher's office.

The school is moving to a full online record keeping system for all safeguarding concerns in 2021–22. Logging a cause for concern on the CPOMS system will replace the paper 'cause for concern' forms once this becomes live.

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. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.

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

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

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 within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will

work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance. 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. Godinton Primary School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

SECTION FIFTEEN – CONFIDENTIALITY AND INFORMATION SHARING

Godinton Primary School recognises our duty and powers to hold, use and to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2021.

All staff are made aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

The headteacher or DSL will disclose information about a child on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies, as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

Godinton Primary School has a Data Protection Officer (DPO), Lisa Crowfoot 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.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2021).

DfE Guidance on Information Sharing (July 2018) provides further detail. A copy of this document is available on the school network.

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.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the **NSPCC** ‘Report Abuse in Education’ helpline on 0800 136 663 or via email: help@nspcc.org.uk

SECTION SEVENTEEN – SPECIFIC SAFEGUARDING ISSUES

Godinton Primary School is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to **Part One** of **KCSIE**, **DSLs**, school/college leaders and staff who work directly with children will read **annex B** of **KCSIE 2021** which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure how to respond to specific safeguarding issues, they should speak with the **DSL** or a deputy.

17.1 Peer on Peer Abuse

All members of staff at **Godinton Primary School** recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school/college and online.

Our school recognises that peer on peer abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing

their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- initiation/hazing type violence and rituals

Our school believes that abuse is abuse and it will never be tolerated or dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that even if there are no reported cases of peer on peer abuse, such abuse is still likely to be taking place.

All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

Concerns about a child’s behaviour, including peer on peer abuse, taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises e.g. when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

In order to minimise peer on peer abuse, our school has a robust anti-bullying policy, provides an age appropriate PSHE and RSE curriculum and offers strong pastoral support.

We want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of peer on peer abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school/college policies, including child protection, anti-bullying and behaviour. Children who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Alleged victims, perpetrators and any other child affected by peer on peer abuse will supported through pastoral groups or 1:1 support, working with parents and referral to other agencies that may be able to offer help and support.

17.2 Child on Child Sexual Violence or Harassment

When responding to concerns relating to child on child sexual violence or harassment, our school will follow the guidance outlined in Part Five of KCSIE 2021 and the DfE ‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’ guidance.

Our school recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face

(both physically and verbally). Sexual violence and sexual harassment is never acceptable.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them.

Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services and/or the Police.

The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or school/college staff, and, any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from the Education

17.3 Nude and/or Semi-Nude Image Sharing by Children

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

The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing, and should be read and understood by DSLs working with all age groups, not just older learners.

Our school recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:

- Report any concerns to the **DSL** immediately.
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the **DSL**.
- Not delete the imagery or ask the child to delete it.
- Not say or do anything to blame or shame any children involved.
- Explain to child(ren) involved that they will report the issue to the **DSL** and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the **DSL**.

DSLs will respond to concerns as set out in the non-statutory **UKCIS** guidance: **Sharing nudes and semi-nudes: advice for education settings working with children and young people'** and the local **KSCMP** guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

The **DSL** will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.

All decisions and action taken will be recorded in line with our child protection procedures.

A referral will be made to **ICS** and/or the police immediately if:

- the incident involves an adult (over 18).
- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The **DSL** may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

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

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

Godinton Primary School recognises that **CSE** and **CCE** are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. **CSE** and **CCE** can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

If staff are concerned that a child may be at risk of **CSE** or **CCE**, immediate action should be taken by speaking to the **DSL** or a deputy.

17.5 Serious Violence

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.

The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

17.6 So-called honour based abuse

So-called ‘honour’-based abuse (**HBA**) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (**FGM**), forced marriage, and practices such as breast ironing.

All forms of **HBA** are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about **HBA** to the **DSL** (or a deputy).

Whilst all staff will speak to the **DSL** (or deputy) with regard to any concerns about female genital mutilation (**FGM**), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of **FGM** appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. This duty only applies to teachers so may not be appropriate to include for all setting types.

17.7 Preventing Radicalisation

Godinton Primary School is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

Our school recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

17.8 Cybercrime

Godinton Primary School recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into ‘cyber-enabled’ (crimes that can happen offline but are enabled at scale and at speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Where there are concerns about ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

SECTION EIGHTEEN – SUPPORTING CHILDREN POTENTIALLY AT GREATER RISK OF HARM

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

18.1 Safeguarding Children with Special Educational Needs or Disabilities (SEND)

Godinton Primary School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.

Our school recognises that children with **SEND** may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with **SEND** will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with **SEND** or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with **SEND** can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, our school/college will always consider implementing extra pastoral support and attention for children with **SEND**. The **DSL** will work closely with the **SENCO** (Sarah Stein) to plan support as required.

18.2 Children Requiring Mental Health Support

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 that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the **DSL** or a deputy.

Additional content should be added to reflect any specific approaches implemented, for example if the setting has a senior mental health lead. Additional information and links can be found in part Two, **KCSIE 2021**.

18.3 Children Missing from Education

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

Where the school has concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the **PRU**, **Inclusion and Attendance Service (PIAS)**.

18.4 Elective Home Education

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

18.5 Children who need a Social Worker

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

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

18.6 Looked after children, previously looked after children and care leavers

Godinton Primary School recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

The school has appointed a 'designated teacher' (Sarah Stein, Assistant Head / SENCO / Deputy DSL) who works with local authorities to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.

The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.

Where the school believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the front door.

Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

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 and RSE 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' 2021.

Godinton Primary School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2021 and EYFS 2021 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.

20.1 Parents

Our school will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by sending out information leaflets and newsletters, offering specific online safety events for parents/carers or highlighting online safety at existing events.

20.2 Remote Learning

Specific guidance for DSLs and SMT regarding remote learning is available at DfE: Safeguarding and remote education during coronavirus (COVID-19) and The Education People: Remote Learning Guidance for SMT.

Godinton Primary 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 children and parents/carers will take place using school/college provided or approved communication channels; for example, school/college provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom, Microsoft 365 or equivalent.

Staff and children will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy, Staff Code of Conduct and Acceptable Use Policies. Amend as appropriate.

Staff and children 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 the guidance on Remote Learning which is outlined in the Acceptable Usage Policy.

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. Godinton Primary School will continue to be clear who from the school/college (if anyone) 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. Guidance is provided for parents.

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 including safeguarding requirements. Failure to comply with this will lead to termination of the agreement.

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.

Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the EntrySign unit in the entrance foyer 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.

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.

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

Staff and visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

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 2021 Welfare Requirements.

SECTION TWENTY FOUR – EQUAL OPPORTUNITIES

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership 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.

SECTION TWENTY FIVE– CHILDREN IN CARE (LOOKED AFTER CHILDREN)

As for all our pupils, Godinton Primary School is committed to helping every Child in Care to achieve the highest standards they can. Staff are aware that Children in Care can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support.

SECTION TWENTY SIX – COMPLIANCE, MONITORING AND REVIEW

All school staff including temporary staff will be provided with 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 through the Strategy Group which has responsibility for the oversight of safeguarding systems. Annually, staff sign to the effect that they have read and understood its content. This policy is shared with volunteers. The policy forms part of our school development plan.

This policy has been written to reflect the guidance and legislation issued in relation to safeguarding children and promoting their welfare within schools. The policy will be revised following any National or local policy updates, any local child protection concerns and / or any changes to the procedures.

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.

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 KSCMP 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 KSCMP 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

Categories of Abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and 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 childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

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

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes

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

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 4

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 5

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.mensadviceline.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.internetmater.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 6

Further Guidance for School Staff

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

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 2021 •

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 2021 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) •

APPENDIX 7

What to do if you have a welfare concern in Godinton Primary School

