



Child Protection (Safeguarding) Policy

Designated Safeguarding Lead: Jill Talbot (Headteacher)

**Named Governor with lead responsibility: Rachael Dray
(Safeguarding Governor)**

September 2024

Approved by the Governing Body 19/09/24

**This Policy is due for renewal in Term 1
2025–2026**

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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 – Rachael Dray

SECTION ONE – CHILD FOCUSED APPROACH TO SAFEGUARDING

1.1 Introduction

Godinton Primary School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is everybody's responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and pupils) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.

At Godinton Primary School, we believe that the best interests of children always come first. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

Staff working with children at Godinton Primary School will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

This policy applies where there are any child protection concerns regarding children who attend the school but may also apply to other children connected to the school, for example, siblings, or younger members of staff (under 18s) or children on student/work placements.

Godinton Primary School recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school, children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Godinton Primary School recognises the importance of adopting a trauma informed approach to safeguarding; we understand there is a need to consider the root cause of children's behaviour and consider any underlying trauma.

There are four main elements to our safeguarding policy

- **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Support:** adopt a child centred approach and provide support for all children, parents/carers and staff, and where appropriate, implement specific interventions for those who may be at risk of harm.
- **Collaboration:** with both parents where possible, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

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 ‘Keeping Children Safe in Education’ 2024 (KCSIE 2024).

1.2 Policy Context

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, ‘Keeping Children Safe in Education’ 2024 which requires individual schools and colleges to have an effective child protection policy.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related national and local guidance. This includes but is not limited to the current version of:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children (WTSC)
- Early Years and Foundation Stage Framework (EYFS)
- Ofsted: Education Inspection Framework’
- Framework for the Assessment of Children in Need and their Families 2000
- Kent and Medway Safeguarding Children Procedures
- The Education Act 2002
- Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special Schools (England) Regulations 2015
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Godinton Primary School will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.

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

1.3 Definition of Safeguarding

In line with 'Working Together to Safeguard Children' and KCSIE 2024, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren)
- Taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Godinton Primary School acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and neglect
- Bullying, including cyberbullying
- Child-on-child abuse
- Children with family members in prison
- Children who are absent or missing from education
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Domestic abuse

- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or “Sexting”
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
- ‘Upskirting’

(Also see Part one and Annex B within ‘Keeping Children Safe in Education’ 2024)

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.

1.4 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 Policy (including use of physical intervention)
- Online Safety Policy (including use of social media and mobile and smart technology)
- Anti-Bullying Policy
- Relationship, Sex and Health Education Policy (RSHE)
- Use of Photographic Images of Children Policy
- Drug Education Policy
- Personal and Intimate Care Policy
- Health and Safety Policy
- Medical Needs and First Aid Policy

- Whistle-Blowing Policy
- Data Protection and Information Sharing Policy
- Attendance (Children Missing in Education) Policy
- Complaints Policy

Further policies available on request from the school office:

- Children in Care Policy
- Classroom Volunteers Policy
- Confidentiality Policy
- Educational and Community Visitors Policy
- 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)
- Emergency Plan

Key Supporting Guidance (current versions to be read and followed alongside this document)

- “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” – Safer Recruitment Consortium
- “What to do if you are worried a child is being abused” – DfE, March 2015
- Early Years Foundation Stage Welfare Requirements

These documents can be found on the school network (staff shared – child protection documents).

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

SECTION TWO – 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.

2.1 Governance and Leadership

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 regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

The Governing Body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

This includes but is not limited to safeguarding all members of the school community (for example, staff, pupils, parents/carers and other family members) identified with protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

For further information about our approaches to equality, diversity, and inclusion, please access our school website.

The Governing Body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The Governing Body will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding Lead (DSL). The Governing Body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The nominated Governor for Safeguarding is Rachael Dray. 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 Headteacher (also the Designated Safeguarding Lead DSL), will ensure that our child protection and safeguarding policies and procedures adopted by the Governing Body are understood and followed by all staff.

Further information regarding the key strategic responsibilities of the Governing Body and Headteacher are identified in Appendix 1.

2.2 Designated Safeguarding Lead

The school has appointed a member of the leadership team (Jillian Talbot, Headteacher) to act as our Designated Safeguarding Lead (DSL). Additionally, the school 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 (including online safety and understanding the filtering and monitoring systems and processes in place). 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 (and deputies) will be more likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.

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 to fulfil their responsibilities.

It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE 2024. 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 the child (with the DSL liaising closely with the designated teacher).
- Liaise with other agencies and professionals in line with KCSIE and WTSC
- Ensuring 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 role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
- Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2024)

If the DSL is no longer the Headteacher then the DSL would have responsibility for liaising with the Headteacher to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2024, annex C and are attached as Appendix 2 in this policy.

2.3 Members of Staff

Our staff play a particularly important role in safeguarding as they are in a position to observe any changes in a child's behaviour or appearance, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be aware of the indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection.
- Know what to do if a child tells them that they are being abused, neglected or exploited and understand the impact this can have on a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help and 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 local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- Act in line with Teachers' Standards 2012, which state that teachers (including Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff at Godinton Primary School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at Godinton Primary School will determine how best to build trusted relationships with children, young people and parents/carers, which facilitate appropriate professional communication in line with existing and relevant policies, for example, our Staff Code of Conduct Policy.

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.

2.4 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, neglect or exploitation, 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.

2.5 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 THREE – CHILD PROTECTION PROCEDURES

3.3 Recognising Indicators of abuse, neglect and exploitation

Staff will maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.

All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working Together to Safeguard Children and Keeping Children Safe in Education 2024. This is outlined locally within the Kent Support Levels Guidance, which is available from the DSLs or online at:

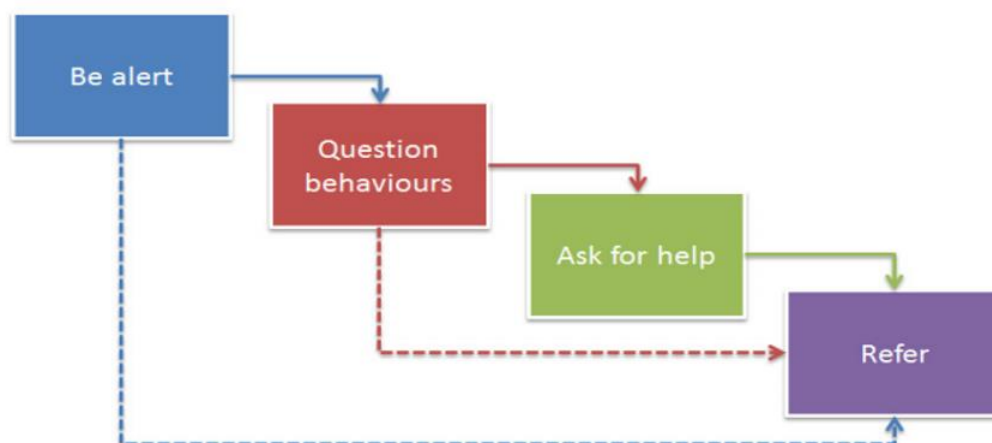
<https://www.kscmp.org.uk/guidance/kent-support-levels-guidance>

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 KCSIE 2023, Appendix 3. By understanding the indicators of abuse, neglect and exploitation, we can respond to problems as early as possible and provide the right support and services for the child and their family.

All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:



(Diagram taken from ‘What to do if you are worried a child is being abused’)

It may not always be appropriate to go through all four stages sequentially as outlined on the diagram above 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. See section 3.2 for further information about responding to a child protection concern.

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

Godinton Primary School recognises abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another; therefore, staff will always be vigilant and always raise concerns with a DSL.

Parental behaviours can indicate child abuse, neglect or exploitation, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Children may report abuse, neglect or exploitation 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.

Safeguarding incidents and/or behaviours can be associated with factors and risks outside the School. Children can be at risk of abuse, neglect or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Godinton Primary School recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse or exploitation online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

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

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the school's behaviour policy which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in our behaviour policy. The DSL (or deputy) will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.

Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

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 – current version) 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.

3.2 Responding to Child Protection Concerns

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

If staff are made aware of a child protection concern, they are expected to:

- Listen carefully to child, reflecting back the concern.
- Use the child's language.
- Be non-judgmental.
- Avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example, who, what, where, when or Tell, Explain, Describe (TED).
- Not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
- Be clear about boundaries and how the report will be progressed.
- Record the concern using the facts as the child presents them, in line with school record keeping requirements.
- Inform the DSL (or deputy), as soon as practically possible.

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

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to a member of the senior leadership team, take advice from the Education Safeguarding Service or a consultation with a social worker from

the Front Door (for contact information, see section 3.7). In these circumstances, any action taken will be shared with a DSL as soon as is possible.

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

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/>.

In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS) and are accessed via the 'Front Door Service' / Kent Children's Services Portal. Specific information and guidance to follow with regards to accessing support and/or making referrals 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.

'Early Help' is defined in 'Working together to safeguard children' as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners, including education providers, working together and taking collective responsibility to provide the right provision in their area.

- If early help support is appropriate, the DSL (or a deputy) will lead on exploring internal resources available and liaising with other universal or additional services available via local agencies.
- Where Intensive Support Early Help (provided by ICS, outlined in the KSCMP support levels guidance) is considered to be appropriate, the DSL (or deputy) will make a 'request for support' via the Kent Children's Services Portal.
- Staff, including the DSL, may be required to work with other agencies and professionals in an Early Help assessment.
- The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns and/or seeking advice from the Front Door Service if the situation does not appear to be improving or is getting worse.

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.

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), intensive or specialist support is

required and a 'request for support' will be made immediately to Kent Integrated Children's Services (via the 'Front Door') and/or the police, in line with KSCMP procedures.

- Godinton Primary School 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.
- 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.
- The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.
- They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).

The DSLt, or a deputy DSL, in the absence of the DSL, will have overall responsibility for making referrals. However, all staff are made aware of the local process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or Deputy). If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff.

- Staff will speak to a member of the school's Senior Management Team, request a consultation with a social worker from the Front Door Service, or make a request for support to the Front Door Service themselves; contact information is available on safeguarding posters in school and on the flowchart in appendix 7.
- In these circumstances, any action taken by staff will be shared with a DSL as soon as is possible.

In the event of a request for support to the Front Door Service being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will always be informed in the case of a request for support being submitted by the school, unless there is a valid reason not to do so, for example, if informing them may put a child at risk of harm or could undermine a criminal investigation..

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the Kent Escalation and Professional Challenge Policy to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

DSLs and staff will be mindful of the need for the school to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the school

where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network. Where the school is unsure, advice will be sought from the Education Safeguarding Service.

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.

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. See section 4.10 for further information.

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.

3.3 Recording Concerns and Record Keeping

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

All safeguarding concerns, discussions, decisions and reasons for those decisions, will be recorded on the school's electronic safeguarding platform – CPOMs. These logs will be sent to the DSLs. As a back-up, fluorescent paper 'Cause for Concern' forms and are available from the school office, staff room, DSL office, FLO's office and PPA room). These should be completed and passed to the DSL. Paper forms will be logged onto the system by the DSL and the paper copy filed securely in the Headteacher's office.

Records will be completed as soon as possible after the incident/event, using the child's words. Paper copies will be signed and dated by the member of staff completing them. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries to the child have been observed.

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.

If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.

Child Protection records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes.

CPOMs provides a comprehensive chronology of events. Reports or other relevant documentation should be uploaded as part of the log. Only DSLs have access to the full

documentation on CPOMs. Staff have the ability to record and to be alerted to any relevant actions that they will be required to do. The system requires two factor authentication for DSL access and is password protected for all other staff. Training and updates are provided.

Child protection records are kept confidential and stored securely. Child protection records are kept for individual children and will be maintained separately from all other records relating to the child in school. Child protection records are kept in accordance with data protection legislation. Paper records are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only. CPOMs information is stored as outlined above.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

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 in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

Where the school receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

Where a child joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil, and if so, if the files have been sent.

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.

3.4 Multi-Agency Working

Godinton Primary School recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

The School leadership team, Governing Body and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.

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.

The School will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

The Headteacher and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our school behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' 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.

3.5 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 2024.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil. It is recommended local practice for schools to request and capture emergency contact information for both parents, unless doing so would put a child at risk of harm, for example a court or other legal order preventing access is in place. If this is the case it should be recorded on the child's safeguarding file.

The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places duties on schools/colleges and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and UK 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.

- Godinton Primary School has an appropriately trained Data Protection Officer (DPO), Lisa Crowfoot, to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
- All staff are provided with training and information to ensure they have due regard to the relevant data protection principles, which allow them to share and/or withhold personal information. Detail how this is provided here or signpost to where this information is held, e.g. Information governance policies
- KCSIE, the Information Commissioner's Office (ICO), DfE Data Protection in schools guidance and DfE 'Information sharing advice for safeguarding practitioners guidance provides further details regarding information sharing principles and expectations. This can be found on the school's network.

The Headteacher or DSL will disclose relevant safeguarding information about a pupil with staff on a 'need to know' basis.

All staff are made 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.

In regard to confidentiality and information sharing, staff will only involve those who need to be involved, such as the DSL (or a deputy) and Kent Integrated Children's Services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

3.6 Complaints

All members of our school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a Complaints Procedure available to parents, pupils and staff who wish to report concerns. This can be found on the school website or is available from the school office.

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 in education can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.

- Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

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 Policy, which can be found on the school network and which is explained further in section 8 of this policy.

3.7 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.

If a child may be at risk of imminent harm, you should call the Front Door Service on 03000 411111 or the Police on 999

Kent Integrated Children's Services / Children Work Services

Children's Portal (kent.gov.uk)

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

Local Early Help and Preventative Services and Family Hub

Ashford Early Help – 03000 41 03 05

AshfordEarlyHelp@kent.gov.uk

Further information about Early Help and Preventative Services can be found at:
<https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-and-preventative-services>

Information about Kent Family Hubs, can be found at:

<https://www.kent.gov.uk/education-and-children/kent-family-hub>

Contact details for Area Safeguarding Adviser (Education Safeguarding Team)

Office: Ashford – 03000 423 154

Contact details for Online Safety (Education Safeguarding Team)

03000 42 31 64

onlinesafety@theeducationpeople.org (non-urgent issues only)

Contact details for the LADO

Local Authority Designated Officer (LADO) Kent Children Multi-Agency Partnership

Telephone: 03000 410888

Email: kentchildrenslado@kent.gov.uk

PREVENT Education Officer

South/East – Rachel Murray Rachel.murray@kent.gov.uk 03000 412431

Kent Police

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

Kent Safeguarding Children Multi-Agency Partnership (KSCMP)

kscmp@kent.gov.uk

www.kscmp.org.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

Kent Central Team

Head of Service: Claire Ray – 03000 423 169

Training and Development Manager: Rebecca Avery – 03000 423 168

Senior Safeguarding Advisor: Robin Brivio – 03000 423 169

Online Safety: – 03000 423 164

SECTION FOUR – SPECIFIC SAFEGUARDING ISSUES

Godinton Primary School is aware of the 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 leaders and staff who work directly with children will read annex B of KCSIE 2023 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.

4.1 Child on Child Abuse

All members of staff at Godinton Primary School recognise that children can abuse other children; this is known as child-on child abuse and can happen both inside and outside of school and online.

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

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

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

- initiation/hazing type violence and rituals

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE 2024 (in particular, part two and five).

Our school adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.

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

Godinton Primary School recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.

In order to minimise peer on peer abuse, our school has a robust anti-bullying policy, provides an age appropriate PSHE and RSHE 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 child on child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour. Children who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Concerns about a child’s behaviour, including child on child 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.

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.

4.2 Child on Child Sexual Violence and Sexual 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 2024.

Our school recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' Godinton Primary 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, regardless of how long it has taken them to come forward, 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 ever be made to feel ashamed for making a report.

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example anti-bullying, behaviour and online safety.

Godinton Primary School recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils that avoids alarming or distressing them.

Godinton Primary recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.

- 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, in line with part five of KCSIE 2023 and relevant local/national guidance and support, for example KSCMP procedures.
- 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.
- Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services (Early Help and/or Children's Social Work Service) and/or the police. Important considerations which may influence this decision include:

- The wishes of the victim in terms of how they want to proceed.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.

- The ages of the children involved.
- The developmental stages of the children involved.
- any power imbalance between the children.
- If the alleged incident is a one-off or a sustained pattern of abuse – sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Understanding intra familial harms and any necessary support for siblings following incidents.
- Whether there are any ongoing risks to the victim, other children, adult students, or school staff.
- Any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The school will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

If at any stage the DSL is unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

4.3 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 eighteen. 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; it should be read and understood by all DSLs working with all age groups.

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, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery , 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 in line with the non-statutory **UKCIS** guidance: **Sharing nudes and semi-nudes: advice for education settings working with children and young people'** and the local **KSCMP** guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

The **DSL** will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any 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 if a request for support is appropriate, advice may be sought from the **Front Door Service**.

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

Godinton Primary School recognises that both **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.

Godinton Primary School recognises that children can become trapped in **CCE** as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (**CSE**).

Godinton Primary School recognises that **CSE** can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. **CSE** can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.

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

4.5 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. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of **CCE**.

Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with a **DSL** or deputy.

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.

4.6 Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: Modern slavery: how to identify and support victims.

If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will be responded to in line with this policy.

4.7 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 will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.

All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fm@fcdo.gov.uk

Whilst all staff will speak to the DSL (or deputy) if they have any concerns about FGM, there is a specific legal reporting duty on teachers.

- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover that FGM appears to have been carried out on a girl.
- It will be rare for teachers to see visual evidence, and they should not be examining pupils, however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information and FGM Mandatory reporting Duty Fact Sheet.
- Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Children's Services should be informed as appropriate.

4.8 Preventing Radicalisation

Godinton Primary School recognises that children may be susceptible to radicalisation into terrorism.

Our 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.

All staff have received appropriate training to enable them to be alert to changes in children’s behaviour which could indicate that they may need help or protection from radicalisation. This training is completed online, every two years, using the Prevent training modules on the gov.uk website.

Staff will be supported to use their judgement in identifying children who might be at risk of radicalisation and will act proportionately; staff will report concerns to the DSL (or a deputy), who, where appropriate, will follow the local procedures in regard to making a Prevent referral. If there is an immediate threat to safety, the police will be contacted via 999.

4.9 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 or deputy 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 the Child Protection and other appropriate policies.

The DSL may also seek advice from Kent Police and / or the Front Door Service.

4.10 Domestic Abuse

Godinton Primary School recognises that:

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
- Domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.

- Children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
- Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
- Domestic abuse can take place within different types of relationships, including ex-partners and family members.
- There is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
- Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
- Domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
- It is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.

If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

Godinton Primary School is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing the effects of domestic abuse. An Operation Encompass notification is sent to the school when the police are called to an incident of domestic abuse and there are children in the household; the police are expected to inform schools before the child(ren) arrive the following day.

- Operation Encompass notifications help ensure that we have up to date and relevant information about children's circumstances and enables us to put immediate support in place according to the child's needs.
- Operation Encompass does not replace statutory safeguarding procedures and where appropriate, a referral to the Front Door Service will be made if there are any concerns about a child's welfare.
- Where the school is unsure of how to respond to a notification, advice may be sought from the Front Door Service or the Operation Encompass helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.
- More information about the scheme is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8a.m. to 1p.m, Monday to Friday on 0204 513 9990.

4.11 Mental Health

All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.

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

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

SECTION FIVE – SUPPORTING CHILDREN POTENTIALLY AT GREATER RISK OF HARM

Whilst all children should be protected, Godinton Primary School acknowledges that some groups of children are potentially at greater risk of harm.

5.1 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, neglect and exploitation.

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, neglect and exploitation 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 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.

Our school has a robust personal care policy which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are

respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in the school's Personal Care Policy.

5.2 Children Requiring Mental Health Support

Godinton Primary School has an important role to play in supporting the mental health and wellbeing of our pupils. 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. The school has a trained Senior Mental Health lead – Jill Talbot (Headteacher and DSL) – who takes a lead on the provision of whole school mental health and wellbeing. Adverse Childhood Experiences and Trauma Informed School training has also been completed by the Senior Mental Health Lead.

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 (who is also the school's Senior Mental Health lead) or a deputy DSL. For other concerns about a child's mental health, staff should speak to the school's Assistant Head for Inclusion or Family Liaison Officer who provide pastoral and mental health support.

Age appropriate education will be provided to our pupils to help promote positive health, wellbeing, and resilience. This is a core part of our PSHE and RSE curriculums.

The school has a policy for the mental health and wellbeing of pupils which should be read in conjunction with this policy.

5.3 Children Who are Absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. Staff are vigilant to prolonged or repeated absences and these are reported to the DSL.

A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated Children's Services and/or have a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Where possible, our school holds more than one emergency contact number for each pupil, so we have additional options to make contact with a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern (see section 3.5).

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

Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the DfE's statutory guidance: Children Missing Education. Part two of KCSIE links to other relevant guidance.

5.4 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.

5.5 Children who may benefit from Early Help

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a Young Carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child.

Where it is identified a child may need early help, staff and DSLs will respond in line with section 3 of this policy.

5.6 Children who need a Social Worker (Child in Need and Child Protection Plans)

The DSL will hold details of social workers working with children in the school 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 decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.7 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, neglect and exploitation 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, including the Virtual School Kent (including the virtual school head), 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.

5.8 Children who are Lesbian, Gay, Bisexual, or Gender Questioning /Trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, however, Godinton Primary School recognises that children who are LGBT or are

perceived by other children to be LGBT (whether they are or not) can be targeted by other children or others within the wider community.

When supporting a trans or gender questioning child, the school will consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to the Kent Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed

Godinton Primary School recognises risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT education is included within our Relationships Education/ Relationship and Sex Education and Health Education curriculum and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

Additional support for schools regarding equality, diversity and inclusion is available from The Education People EDIT team.

5.9 Children who are Privately Fostered

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of our staff through the normal course of their interaction, and promotion of learning activities, with children.

Where private fostering arrangements come to the attention of the school, we must notify Kent Integrated Children's Services in line with the local KSCMP arrangements in order to allow the local authority to check the arrangement is suitable and safe for the child.

SECTION SIX – ONLINE SAFETY

Please note, the school has a separate Online Safety Policy which provides fuller details. It should be read in conjunction with this policy.

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Godinton Primary School adopts a whole school approach to online safety which will empower, protect, and educate our children and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Godinton Primary School ensures online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

Godinton Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users. For example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Godinton Primary School recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school carries out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.

The Headteacher will be informed of any online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider Governing Body.

6.1 Policies and procedures

The DSL has overall responsibility for online safety within the school but will liaise with other members of staff and IT providers, for example Towers IT technicians and curriculum leads as necessary.

All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Online Safety policy and behaviour policies.

Internal sanctions and/or support will be implemented as appropriate.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Godinton Primary School uses a wide range of technology. This includes: computers, laptops, tablets and other digital devices, the internet, intranet and email systems.

Godinton Primary School recognises that generative artificial intelligence (AI) tools may have many uses which could benefit our school community. However, it is important to recognise that AI tools can also pose risks; this is including, but not limited to, bullying and

harassment, abuse and exploitation (including child sexual abuse), privacy and data protection risks, plagiarism and cheating, and inaccurate, harmful and/or biased material, and additionally its use can pose moral, ethical and legal concerns.

- Staff and pupils/students will be made aware of the benefits and risks of using AI tools; through specific lessons and staff training.
- Staff are required to carry out a risk assessment and seek written approval from the senior leadership team prior to any use of AI in school.
- Godinton Primary School will respond to any misuse of AI in line with relevant policies, including but not limited to, anti-bullying, behaviour and child protection.
- Where the school believes that AI tools may have facilitated the creation of child sexual abuse material, including the sharing of nude/semi-nude images by children, the school will respond in line with the UKCIS guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local KSCMP guidance.

Godinton Primary School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities. In accordance with KCSIE 2024 and EYFS 2021, Godinton Primary School has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found on the school website and on the school network.

The DSL and Senior Management Team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2024.

6.2 Appropriate filtering and monitoring

The school's approach to filtering and monitoring is informed by the UK Safer Internet Centre guidance on appropriate filtering and monitoring and the filtering and monitoring standards document produced by the DfE which sets out that school's should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

Godinton Primary School will do all we reasonably can to limit children's exposure to online harms through school provided devices and networks and in line with the requirements of the Prevent Duty and KCSIE 2024, we will ensure that appropriate filtering and monitoring systems are in place.

When implementing appropriate filtering and monitoring, Godinton Primary School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety and we recognise that we cannot rely on filtering and monitoring alone to safeguard our pupils; effective safeguarding practice, robust policies, appropriate classroom/behaviour management and regular education/training about safe and responsible use is essential and expected.

Pupils will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment.

All internet use will be supervised by staff as appropriate to pupils age, ability and potential risk of harm.

6.2.1 Responsibilities

Our Governing Body has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed, and that the leadership team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.

Jill Talbot, Headteacher and DSL and Steve King, Chair of Governors, are responsible for ensuring that our school has met the DfE Filtering and monitoring standards for schools.

Our senior leadership team are responsible for:

- Procuring filtering and monitoring systems.
- Documenting decisions on what is blocked or allowed and why.
- Reviewing the effectiveness of our provision.
- Overseeing reports.
- Ensuring that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
- Ensuring the DSL and IT service providers have sufficient time and support to manage their filtering and monitoring responsibilities.

The DSL has lead responsibility for overseeing and acting on:

- Any filtering and monitoring reports.
- Any child protection or safeguarding concerns identified.
- Checks to filtering and monitoring system.

The IT service providers from Towers School have technical responsibility for:

- Maintaining filtering and monitoring systems.
- Providing filtering and monitoring reports.
- Completing technical actions identified following any concerns or checks to systems.
- Working with the senior leadership team and DSL to procure systems, identify risks, carry out reviews and carry out checks.

All members of staff are provided with an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of our induction process, and in our child protection staff training.

All staff, pupils and parents/carers have a responsibility to follow this policy to report and record any filtering or monitoring concerns.

6.2.2 Decision making and reviewing our filtering and monitoring provision

When procuring and/or making decisions about our filtering and monitoring provision, our senior leadership team works closely with the DSL and our IT service providers (Towers School). From September 2023, decisions are recorded and informed by an approach which ensures our systems meet our school specific needs and circumstances, including but not limited to our pupil risk profile and specific technology use.

Any changes to the filtering and monitoring approaches will be assessed by staff with safeguarding, educational and technical experience and, where appropriate, with consent from the leadership team; all changes to the filtering policy are logged and recorded.

Godinton Primary School undertakes an at least annual review of our filtering and monitoring systems to ensure we understand the changing needs and potential risks posed to our community. These measures are reviewed if a safeguarding risk is identified. This review is completed by the Senior Leadership Team, DSL and IT service providers (Towers School).

In addition, our school undertakes regular checks on our filtering and monitoring systems, which are logged and recorded, to ensure our approaches are effective and can provide assurance to the Governing Body that we are meeting our safeguarding obligations.

This is achieved by:

- Termly checks undertaken by the DSL and member of the senior leadership team, undertaken in a location where confidentiality can be achieved,
- During working hours, when pupils are not present (e.g. Headteacher's office),
- Checks are logged/recorded, any technical concerns are flagged to the IT service provider (Towers School) and safeguarding concerns are actioned by the DSL etc.in line with this policy.
- Checks are undertaken from both a safeguarding and IT perspective.

6.2.3 Appropriate Filtering

Godinton Primary School's education broadband connectivity is provided through Broadband 4 which also provides the school's filtering service.

Broadband 4 is blocking access to illegal content including child sexual abuse material (CSAM).

Broadband 4 blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content which promotes discrimination or

extremism, drugs/substance misuse, malware/hacking, gambling, piracy and copyright theft, pro-self-harm, eating disorder and/or suicide content, pornographic content and violent material.

We filter internet use on all school/ owned, or provided, internet enabled devices and networks.

Broadband 4's filtering systems allow the school to identify device names or IDs, IP addresses, and where possible, individual users, the time and date of attempted access and the search term or content being blocked.

Our filtering system is operational, up to date and is applied to all users, including guest accounts, all school owned devices and networks, and all devices using the school broadband connection.

We work with Broadband 4 and our IT service provider (Towers School) to ensure that our filtering policy is continually reviewed to reflect our needs and requirements.

If there is failure in the software or abuse of the system, for example if pupils or staff accidentally or deliberately access, witness or suspect unsuitable material has been accessed, they are required to:

- Turn off or cover the monitor/screen,
- Report the concern immediately to a member of staff,
- Who will alert the senior leadership team so that the URL of the site can be shared with Towers staff.

Filtering breaches will be reported to the DSL and Towers staff and will be recorded and escalated as appropriate and in line with relevant policies, including our child protection, acceptable use, allegations against staff and behaviour policies.

Parents/carers will be informed of filtering breaches involving their child.

Any access to material believed to indicate a risk of significant harm, or that could be illegal, will be reported as soon as it is identified to the appropriate agencies, including but not limited to the Internet Watch Foundation (where there are concerns about child sexual abuse material), Kent Police, NCA-CEOP or Kent Integrated Children's Services.

If staff are teaching topics which could create unusual activity on the filtering logs, or if staff perceive there to be unreasonable restrictions affecting teaching, learning or administration, they will report this to the DSL and/or leadership team.

6.2.4 Appropriate Monitoring

Godinton Primary School appropriately monitors all internet use on all school provided devices and networks. This is achieved by:

Supervision of children by an adult when accessing the internet in all year groups

Monitoring internet and web access (reviewing logfile information) and/or active/pro-active technology monitoring services.

All users will be informed that use of our devices and networks can/will be monitored and that all monitoring is in line with data protection, human rights and privacy legislation. Please refer to Acceptable Usage Policies, privacy notices and staff code of conduct policies for further information.

If a concern is identified via our monitoring approaches:

- Where the concern relates to pupils, it will be reported to the DSL and will be recorded and responded to in line with relevant policies, such as child protection, acceptable use, and behaviour policies.
- Where the concern relates to staff, it will be reported to the Headteacher (or chair of governors if the concern relates to the Headteacher), in line with our staff code of conduct and allegations policies.

Where our monitoring approaches detect any immediate risk of harm or illegal activity, this will be reported as soon as possible to the appropriate agencies; including but not limited to, the emergency services via 999, Kent Police via 101, NCA-CEOP, LADO or Kent Integrated Children's Services.

6.2.5 Information security and access management

Godinton Primary School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and pupils. 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 will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Training in cyber-security is provided for all staff. The school has a cyber-response plan in place.

Jill Talbot (Headteacher) and Rob Wellard (Vice Chair of Governors) are responsible for ensuring that our school has met the DfE cyber security standards for schools and colleges.

6.2.6 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 and local guidance.

All communication with children and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Microsoft 365, Purple Mash and Tapestry. Any pre-

existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

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.

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 (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.

6.2.7 Online Safety Training for Staff

Godinton Primary School will ensure that all staff receive online safety training, which, amongst other things, will include providing them with an understanding of the expectations, applicable roles and their responsibilities in relation to filtering and monitoring, as part of induction.

Ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. See section 7 for more information.

6.2.8 Educating Pupils

Godinton Primary School ensures a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. This forms part of our PSHE, RSE and computing curriculums.

6.2.9 Working with Parents and Carers

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.

Godinton Primary School will ensure parents and carers understand what systems are used to filter and monitor their children's online use at school, what their children are being asked

to do online, including the sites they will be asked to access and who from the school (if anyone) their child is going to be interacting with online. This is achieved by:

- Providing information on our school website in relation to the computing curriculum and online safety policy
- Home/school agreements
- ParentMail notifications
- Newsletters

Where the School is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we will respond in line with the DfE 'Harmful online challenges and online hoaxes' guidance to ensure we adopt a proportional and helpful response. Additional local advice and support is available for DSLs via the Education Safeguarding Service: 'Think before you scare'.

SECTION SEVEN – STAFF ENGAGEMENT AND EXPECTATIONS

7.1 Staff Awareness, Induction and Training

All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' 2024, 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, School Governors and DSLs 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 2024.

All members of staff have signed to confirm that they have read and understood the updated version of KCSIE at the start of each academic year. This record is kept by the DSL.

It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.

All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety, which, amongst other things, will include ensuring an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) to ensure they are aware of the school internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the local safeguarding partners and explores the Kent processes to follow.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) that is updated at least annually, to ensure they are aware of a range of safeguarding issues and how to report concerns. List how this will be achieved, for example, annual inset/twilight training.

Online safety training for staff will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. List how this will be achieved, for example, specific online safety training, annual updates.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This is achieved through:

- Emails
- Safeguarding updates at start of year and mid-year
- Weekly updates in the 'Weekly Round Up'

Godinton Primary School recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies. Staff input into policy development is also invited.

All Governors receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to be assured that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated through annual updates, and refresher training at least every two years.

The DSL / Headteacher provides an annual report to the Governing Body detailing safeguarding training undertaken by all staff. The DSL maintains a safeguarding training matrix which details all staff training undertaken.

7.2 Safer Working Practice

Godinton Primary School takes steps as outlined in this and other relevant policies to ensure processes are in place for staff that promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.

All members of staff and volunteers are required to work within clear guidelines on Safe Working Practice known as the school's Staff 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 also provides a clear outline of expectations.

The DSL will ensure that all staff (including contractors) and volunteers are aware of the school expectations regarding safe and professional practice via the Staff Code of Conduct Policy and Acceptable Use Policy (AUP).

Staff will be made aware of the school behaviour policy. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct policy, Acceptable Use Policies (AUPs), and social media mobile and smart technology as outlined in the school's Online Safety Policy.

7.3 Supervision and Support

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

Supervision is arranged every 6 weeks for the school's members of staff who work in the Early Years Foundation Stage in accordance with the statutory requirements of EYFS 2021.

Godinton Primary School will provide appropriate supervision and support for all members of EYFS staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL. External supervision is arranged for the school's Family Liaison Officer. Weekly DSL meetings provide the opportunity for group supervision for all DSLs in the school.

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

SECTION EIGHT – SAFER RECRUITMENT AND ALLEGATIONS AGAINST STAFF

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

8.1 Safer Recruitment and Safeguarding Checks

Godinton Primary School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

Godinton Primary School will follow Part Three, ‘Safer Recruitment’ of Keeping Children Safe in Education and relevant guidance from The Disclosure and Barring Service (DBS)

The Governing Body and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.

The Governing Body and leadership team will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

Godinton Primary School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

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

Where the school places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will need to satisfy ourselves that the provider can meet the needs of the pupil.

Godinton Primary School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school would otherwise perform in respect of our own staff.

8.2 Allegations / Concerns Raised in Relation to Staff, Including Supply Teachers, Volunteers and Contractors

The school has a separate policy for managing allegations against staff which should be read in conjunction with this policy.

Any concerns or allegations about staff will be recorded and dealt with appropriately in line with Part four of KCSIE and the local Kent allegations arrangements. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings. In depth information can be found within our 'Managing Allegations against Staff' and 'Staff Code of Conduct' Policy. This can be found in the staff room, and on the school network.

Where the Headteacher is unsure how to respond, for example if the school is unsure if a concern meet the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Line.

In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the Headteacher (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.

In the situation that the school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.

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.

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. The school has a Whistleblowing Policy which should be read in conjunction with this policy.

8.3 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 responded to and managed in line with part four of KCSIE.

Allegations that meet the harm 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.

8.4 Concerns that do not meet the ‘Harm Threshold’

Godinton Primary School may also need to take action in response to ‘low-level’ concerns about staff. Additional information regarding low-level concerns is contained with our Managing Allegations Against Staff Policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

Godinton Primary School has an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. This enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our Staff Code of Conduct Policy, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our Managing Allegations Against Staff Policy to the DSL / Headteacher.

Where low-level concerns are reported to the school, the Headteacher will be informed of all low level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.

The Headteacher will share concerns and liaise with the LADO enquiries officer via the LADO Enquiry Line.

Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

If the school is in any doubt as to whether the information, which has been shared about a member of staff as a low-level concern in fact, meets the harm threshold, we will consult with the LADO.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).

Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

8.3 Safe Culture

As part of our approach to safeguarding, the School has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation, which could be misinterpreted, might appear compromising to others, and/or

on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Godinton Primary School will take all concerns or allegations received seriously.

All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

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

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 the school's personnel advisor.

SECTION NINE – OPPORTUNITIES TO TEACH SAFEGUARDING

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 recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole-school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Godinton Primary School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life which are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate.

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 pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Godinton Primary School recognise that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse, neglect and exploitation, and children with **SEND**.

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 RSHE 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**

The pastoral support team may provide additional 1:1 or group support as required for children.

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. Our EYFS curriculum sets the foundations for safeguarding education.

SECTION TEN – PHYSICAL SAFETY

10.1 Use of Reasonable Force

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 Policy and any physical interventions must be in line with agreed policy and procedure. Further guidance on this is available from the DSL.

10.2 Use of the School Premises by other Organisations

Where our school facilities or premises are rented/hired out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

Where those services or activities are provided under the direct supervision or management of our school staff, our existing arrangements for child protection, including this policy, will apply.

Where services or activities are provided separately by another body using the school facilities/premises, the Headteacher and Governing Body will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. If this assurance is not achieved, an application to use premises will be refused.

Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

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.

The school uses the guidance 'Keeping Children Safe out of School' to inform these practices.

10.3 Site 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, parents and others about areas that may need improvement as well as what we are doing well.

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

the colour of which denotes the level of DBS check in place. 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 ELEVEN – 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 TWELVE– 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 THIRTEEN – COMPLIANCE, MONITORING AND REVIEW

Godinton Primary School will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge

and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE 2024 as appropriate. This is circulated to staff at the start of the academic year but can also be found on the school network and in the staff room.

Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website: (www.godinton.kent.sch.uk).

This policy forms part of our school development plan and will be reviewed annually by the Governing Body who has responsibility for oversight of safeguarding and child protection systems.

The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility

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.
- They ensure compliance with filtering and monitoring expectations as set out in KCSIE 2023.

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
- They ensure compliance with filtering and monitoring expectations as set out in KCSIE 2023.

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 ensure compliance with filtering and monitoring expectations as set out in KCSIE 2024.
- 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, exploitation and other 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 caregivers); 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

NSPCC ‘Report Abuse in Education’ Helpline

0800 136 663 or help@nspcc.org.uk

National Organisations

NSPCC: www.nspcc.org.uk

Barnardo’s: www.barnardos.org.uk

Action for Children: www.actionforchildren.org.uk

Children’s Society: www.childrenssociety.org.uk

Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

Education Support Partnership: www.educationsupportpartnership.org.uk

Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils

ChildLine: www.childline.org.uk

Papyrus: www.papyrus-uk.org

The Mix: www.themix.org.uk

Shout: www.giveusashout.org

Fearless: www.fearless.org

Victim Support: www.victimsupport.org.uk

Support for Adults

Family Lives: www.familylives.org.uk

Crime Stoppers: www.crimestoppers-uk.org

Victim Support: www.victimsupport.org.uk

The Samaritans: www.samaritans.org

NAPAC (National Association for People Abused in Childhood): www.napac.org.uk

MOSAC: www.mosac.org.uk

Action Fraud: www.actionfraud.police.uk

Shout: www.giveusashout.org

Advice now: www.advicenow.org.uk

Support for Learning Disabilities

Respond: www.respond.org.uk

Mencap: www.mencap.org.uk

Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

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

Kent Resilience Hub

<https://kentresiliencehub.org.uk/>

Children with Family Members in Prison

National Information Centre on Children of Offenders (NICCO) www.nicco.org.uk

Substance Misuse

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

Talk to Frank: www.talktofrank.com

Domestic Abuse

Domestic abuse services: www.domesticabuseservices.org.uk

Refuge: www.refuge.org.uk

Women's Aid: www.womensaid.org.uk

Men's Advice Line: www.mensadvice.org.uk

Mankind: www.mankindcounselling.org.uk

National Domestic Abuse Helpline: www.nationaldahelpline.org.uk

Respect Phoneline: <https://respectphoneline.org.uk>

Criminal and Sexual Exploitation

National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are

It's not okay: www.itsnotokay.co.uk

NWG Network: www.nwgnetwork.org

County Lines Toolkit for Professionals:

www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Multi-Agency practice and principles for responding to child exploitation and extra-familial harm: <https://tce.researchinpractice.org.uk/>

Honour Based Abuse

Karma Nirvana: <https://karmanirvana.org.uk>

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

FGM Factsheet:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Mandatory reporting of female genital mutilation: procedural information:

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

The right to choose - government guidance on forced marriage:

www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

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

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

Rape Crisis: <https://rapecrisis.org.uk>

Brook: www.brook.org.uk

Disrespect Nobody: www.disrespectnobody.co.uk

Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Lucy Faithfull Foundation: www.lucyfaithfull.org.uk

Stop it Now! www.stopitnow.org.uk

Parents Protect: www.parentsprotect.co.uk

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Diana Award: www.antibullyingpro.com/

Bullying UK: www.bullying.co.uk

Kidscape: www.kidscape.org.uk

Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk

Online Safety

NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk

Internet Watch Foundation (IWF): www.iwf.org.uk

Childnet: www.childnet.com

UK Safer Internet Centre: www.saferinternet.org.uk

Report Harmful Content: <https://reportharmfulcontent.com>

Marie Collins Foundation: www.mariecollinsfoundation.org.uk

Internet Matters: www.internetmatters.org

NSPCC: www.nspcc.org.uk/onlinesafety

Get Safe Online: www.getsafeonline.org

Parents Protect: www.parentsprotect.co.uk

Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

Mind: www.mind.org.uk

Moodspark: <https://moodspark.org.uk>

Young Minds: www.youngminds.org.uk

We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/

Anna Freud: www.annafreud.org/schools-and-colleges/

APPENDIX 6

Further Guidance for School Staff

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

Please also see Annex B of Keeping Children safe in Education

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 Support Level Guidance *

Bullying

Preventing and Tackling Bullying (DfE July 2017) *

Children Missing from Education, Home or Care

Children Missing Education (August 2024) *

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) •

Promoting Children and Young People's Mental Health and Wellbeing:

https://assets.publishing.service.gov.uk/media/614cc965d3bf7f718518029c/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf

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 (2023) •

<file:///F:/Safeguarding/Kent%20and%20Medway%20Safer%20Practice%20with%20Technology%202023.pdf>

General Safeguarding Practices / Information

Keeping Children Safe in Education 2024 •

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 2022) •

Use of Reasonable Force (DFE July 2013) •

Reducing the Need for Restraint and Restrictive Intervention June 2019•

Searching Screening and Confiscation (July 2022) •

Safeguarding Children and Child Protection – Induction Leaflet Guidelines for School Staff (KCC September 2019) •

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

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

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

Early Years Foundation Stage 2021 Welfare Requirements •

Radicalisation

Prevent Duty Guidance 2023 •

Prevent Duty Guidance for Kent Schools:

<https://www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education#:~:text=If%20you%20are%20concerned%20about,%40kent.gov.uk>

Violence

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

APPENDIX 7: What to do if you have a welfare concern at Godinton Primary School

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

