

# Safeguarding Policy

## ST. BOTOLPH'S CEP SCHOOL

### **Designated Safeguarding Leads:**

Mrs A Chitty, Head teacher

Mrs J Harding, Inclusion Manager

Mr C Govey, Assistant Headteacher

### **Named Safeguarding Governors:**

The Ethos Committee

**All staff will be provided with a copy of this policy and Part One of Keeping Children Safe in Education.**

Date written: 1<sup>st</sup> September 2020

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## INTRODUCTION

This policy sets out how the Governing Body of the school carries out its statutory responsibility to safeguard and promote the welfare of all children in accordance with sections 175 & 157 of the Education Act 2002. Safeguarding is everybody's responsibility and this policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary, supply and visiting staff working in the school.

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

- Keeping Children Safe in Education (KCSIE), DfE statutory guidance, 2020
- Working Together to Safeguard Children 2018
- What to do if you are worried a child is being abused – Advice for practitioners
- Framework for the Assessment of Children in Need and their Families 2000
- Kent Safeguarding Children in Education Policy Statement 2015
- Kent Support Levels, 1<sup>st</sup> July 2020

In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Related documents (to be read and followed alongside this policy):

- Online Safety Policy; Social Media and Mobile Technology
- Behaviour Policy and Guidelines for the Use of Physical Intervention
- Data protection, Information Sharing and Image Use
- Health and Safety Policy, including school closure/ reopening
- Procedures for Assessing Risk, including school closure/reopening
- First Aid and Accident Policies
- Supporting Children with Medical Conditions policy
- Safer Recruitment Guidelines
- Staff Code of Conduct
- Procedures for Managing Allegations Against Staff
- Teachers Standards 2012
- Whistle-Blowing Policy

This policy will be reviewed at least annually. It will be revised following any national or local policy updates and/or any changes to our procedures.

## ETHOS

Our core Christian values are at the heart of everything that we live and learn in our school. Respect, Resilience and Responsibility drive all of our school improvement actions and we believe that they are the key for all learning for all members of the school community.

We are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

We recognise that because of the day-to-day contact with children, staff in school are well placed to observe signs of possible abuse and therefore need to be constantly vigilant. Staff are encouraged to maintain an attitude of “it could happen here.”

We support the welfare of all of our children by:

- upholding children’s wellbeing, safety and mental health as our paramount concern
- promoting a positive, supportive and secure environment
- ensuring all reasonable steps are taken to maintain site security and the physical safety of children
- ensuring our curriculum includes personal, health, social and emotional aspects of learning
- ensuring that safeguarding is included in the curriculum to help children stay safe, recognise when they don’t feel safe and identify who they might talk to
- being alert to the potential of peer abuse and challenging bullying in any form
- giving guidance and regular training to staff to ensure best practice
- ensuring all school staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures
- knowing how to respond to a disclosure of abuse and what to do
- ensuring all staff are aware of the role of Designated Safeguarding Lead, who they are, other key individuals and their specific roles
- working with parents to build an understanding of the school’s responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations
- developing effective and supportive liaison with other agencies
- monitoring children who have been identified as having welfare or protection concerns
- keeping confidential records which are stored securely and shared appropriately with other professionals as appropriate
- assisting Specialist Children’s Services, acting on behalf of children in need or at risk of abuse, by referring concerns, providing information for assessments of need or child protection enquiries and contributing to child in need or child protection plans with children and their families
- implementing Safer Recruitment practices
- understanding and implementing LA procedures for managing allegations against staff, in line with the Local Authority Designated Officer function.

## RESPONSIBILITIES

Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfill this responsibility effectively, all staff must consider, at all times, what is in the best interests of the child.

**All school staff** have a responsibility to provide a safe environment in which children can learn. They must understand the school's safeguarding policy and systems and take part in regular safeguarding training. All staff must read at least Part One of Keeping Children Safe in Education, DfE 2020, and be aware of the indicators of abuse and neglect, know what to do if a child discloses abuse and understand the impact abuse and neglect can have upon a child. They must be able to identify and act upon indicators that children are, or at risk of, developing mental health issues. They must know how to maintain an appropriate level of confidentiality, understand the early help process and know how to refer a child to children's social care. The welfare and safety of the children at the school are the responsibility of all staff and any concern for a child's welfare **must** be shared with a Designated Safeguarding Lead.

The **Designated Safeguarding Leads (DSLs)** are senior members of staff who have lead responsibility for the day-to-day oversight of safeguarding and child protection systems. Their role is to:

- act as the central contact point for all staff to discuss any safeguarding concerns
- act as a source of support, advice and expertise for staff
- co-ordinate safeguarding action for individual children
- ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities
- maintain a confidential recording system for safeguarding and child protection concerns
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
- When supporting children with a social worker or looked after children the DSL should have the details of the appropriate professionals involved
- ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed as necessary
- represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings, including Child Protection conferences
- ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2020
- ensure the school's Safeguarding policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly
- ensure regular reporting on safeguarding activity and systems to the governing body.

## SAFEGUARDING AND CHILD PROTECTION PROCEDURES

All staff have a role to play in identifying concerns, recording that concern and sharing information. Staff should know how to maintain an appropriate level of confidentiality whilst at the same time liaising with a Designated Safeguarding Lead, and possibly other relevant professionals. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interest of the child. (See appendix 1 for further guidance).

It is the responsibility of the DSLs to respond to information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary. This includes the need to make referrals to partner agencies and services and this is outlined locally within the **Kent Support Levels guidance**. The DSLs may seek advice or guidance from their 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) (see Appendix 4). The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

We adhere 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 the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent will be sought by the DSL in line with guidance provided by KSCMP. Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

All staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with a DSL and sharing information with other professionals to support the assessment. They are also aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments. If anyone other than the DSLs make a referral to external services, they will inform a DSL as soon as possible.

St. Botolph's CEP School is an operation Encompass school. This means we work in partnership with the Kent Police to provide support to children experiencing domestic abuse.

If a child is in **immediate danger or is at risk of harm**, a request for support should be made immediately to Integrated Children's Services and/or the police in line with KSCMP procedures.

We are currently operating in response to coronavirus (Covid-19) following government guidance, however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance remain the same.

## RECOGNITION AND CATEGORIES OF ABUSE

All staff in school should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. These are the categories of abuse:

- Abuse
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The types of abuse and neglect are described in part one of Keeping Children safe in Education, DfE 2020, and all staff **must** read this document. The definitions and possible signs of abuse are also found in this document (see appendix 2).

“What to do if you are worried a child is being abused – Advice for practitioners” provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and are particularly helpful for school staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children with special educational needs and disabilities may be especially vulnerable to abuse. For example, they may have speech, language and communication needs which may make it difficult to tell others what is happening or they may have physical or medical difficulties that make them more vulnerable.

All staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse, as well as adult-child abuse. Children can abuse other children and this can take many forms. It can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment: physical abuse such as hitting, kicking, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

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

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

All staff should be aware of current specific safeguarding issues and there is more information in Part One of Keeping Children in Education (DfE 2020).

## **INDUCTION AND TRAINING**

All members of staff have been provided with a copy of part one of Keeping Children Safe in Education 2020 and all staff have signed to confirm that they have read and understood this.

The DSLs will ensure that all new staff receive safeguarding and child protection training to ensure they are aware of the school safeguarding processes as part of their induction. All staff members (including agency and third-party staff) will receive safeguarding training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually. In addition to specific child protection training, all staff will receive regular safeguarding updates via newsletters and staff meetings, to provide them with relevant skills and knowledge to safeguard children effectively.

The headteacher will ensure all DSLs attend the required DSL training when they commence the role and that they continue to update their knowledge on an on-going basis. Refresher training must be undertaken at least every two years, with updates occurring at least annually. The headteacher will also provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date registers of training.

## **RECORD KEEPING**

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding system and passed without delay to a DSL. A body map will be completed if injuries have been observed. If in doubt about recording requirements, staff should discuss this with the DSL.

Staff must record any concern on the MyConcern electronic school system or the pink safeguarding incident/concern form (appendix 5). Blank safeguarding forms are available in class registers, in the school office and from the DSLs.

Records will be completed as soon as possible after the incident/event, using the child's words by the member of staff. If there is an immediate concern, the member of staff should consult with a DSL as soon as possible.

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

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained. In addition, the DSL will also consider if it is appropriate to share any information with the DSL at the new school in advance of a child leaving.



## **CONFIDENTIALITY AND INFORMATION SHARING**

We recognise our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020. Further details on information sharing can be found in Chapter one of “Working Together to Safeguard Children, DfE 2020” and in “Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, young People, Parents and Carers, HM Gov 2018.”

All staff must be aware that they cannot promise confidentiality in situations which might compromise a child’s safety or wellbeing. The DSLs will disclose any information about a child to other staff on a ‘need to know’ basis. All staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with the DSLs and other agencies to safeguard children.

St. Botolph’s has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

## **MULTI-AGENCY WORKING**

We recognise and are committed to our responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSLs work to establish strong and co-operative relationships with professionals in other agencies in line with statutory guidance, “Working Together to Safeguard Children, DfE 2020”.

We recognise the importance of multi-agency working and are 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.

A consistent message from research, which has been reinforced in every high profile inquiry on child protection, is that children are best protected when professionals are clear about what is required of them individually, and how they need to work together. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

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

## **SAFER WORKING PRACTICE**

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school's Code of Conduct. Many allegations against teachers arise from misunderstandings, lack of knowledge about policy or failure to keep to guidelines. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. (See appendix 3 for further advice.)

Staff must be aware of the school's behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance. Physical intervention should only be used as a last resort and carried out by appropriately trained staff. Full advice and guidance can be found in "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education, DfE 2015"

All staff will be made aware of the professional risks associated with the use of social media and electronic communication i.e. mobile phones; texting; email: social networking. Staff will adhere to relevant school policies including the school's e-Safety Policy and Acceptable Use Policy. They should familiarise themselves with advice and professional expectations outlined in "Guidance for Safer Working Practice for Adults who Work with Children and Young People", and "Safer Practice with Technology – Guidance for Adults who Work with Children and Young People, KCC 2016."

## **STAFF SUPERVISION AND SUPPORT**

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

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

The school will provide appropriate supervision and support for all members of staff to ensure that all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.

All staff will be supported by the DSLs in their safeguarding role. The DSLs will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their union, the Education Support Partnership or other similar organisations directly.

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

## **SAFER RECRUITMENT**

We are committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with children, and have their welfare and protection as the highest priority. We will follow relevant guidance in KCSIE 2020 (Section 3 Safer Recruitment) and from the Disclosure and Barring Service (DBS).

The governing body and the leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance. The school maintains an accurate Single Central Record in line with statutory guidance. The governing body and leadership team will ensure that there is at least one person who conducts an interview who has completed safer recruitment training. We are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings. We will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice must be in line with it.

## **CONCERNS ABOUT MEMBERS OF STAFF OR SAFEGUARDING PRACTICE**

We recognise that it is possible for any member of staff, including volunteers, governors, contractors, and third party staff and visitors to behave in a way that :

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

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

Allegations against members of staff and volunteers should be referred immediately to the headteacher who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the Chair of Governors, who will contact the LADO.

All staff members are aware of the school Whistle-blowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Advice can be sought via the NSPCC whistle blowing helpline 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **COMPLAINTS**

The school has a Complaints Procedure available to parents who wish to report concerns. 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.

## **CURRICULUM AND STAYING SAFE**

We will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.

We are aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.

Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

## **MENTAL HEALTH**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences can impact on their mental health, behaviour and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests 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 one of the DSLs.

## **ONLINE SAFETY**

We recognise that the use of technology presents challenges and risks to children and adults both inside and outside of school. We will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

We identify that the breadth of issues classified with online safety is considerable but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

We will do all we can reasonably do to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place. Detailed information can be found in the school's E-Safety Acceptable Use Policy.

## **SECURITY**

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor badge whilst on school site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions. Any individual who is not known or identifiable on site will be challenged for clarification and reassurance.

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

## **THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

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

## APPENDIX 1

### **Procedure for dealing with disclosures (the 6 R's):**

#### **1. Receive**

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously

#### **2. Reassure**

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep eg "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 eg "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; such questions can invalidate evidence.
- **Do** ask open "TED" questions - Tell Explain Describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

#### **4. Record**

- Make some brief notes as soon as you can 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. 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 member of staff (DSL)

#### **6. Relax**

- Get some support for yourself

## APPENDIX 2

### **Definitions and possible signs of abuse**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

#### **Signs that MAY INDICATE physical abuse:**

Bruises and abrasions around the face  
Bruising to soft/unexposed areas of the body  
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 withdrawn behaviour.  
Inadequate, inconsistent or implausible explanations for injuries  
Delay in seeking treatment for injuries.

**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  
Extremes of passivity and/or aggression  
Compulsive stealing  
Fear of parents being contacted  
Excessive need for approval, attention and affection

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

**Signs that MAY INDICATE Sexual Abuse:**

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking
- Anxiety of being left with relatives or a child minder
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease

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

**Signs that MAY INDICATE neglect.**

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



## APPENDIX 3

### **SAFEGUARDING - AVOIDING FALSE ALLEGATIONS OF ABUSE**

This is an essential element of the school's safeguarding policy. Many allegations against teachers arise from misunderstandings, lack of knowledge of policy or failure to comply with guidance. All staff must:

- Understand and follow the school's Professional Code of Conduct.
- Understand and follow the school's E-Safety & Acceptable Use Policy. Be especially vigilant about the use of mobile phones, email and social networking.
- Work in ways which avoid being alone with an individual pupil wherever possible.
- Keep a written account of anything which might be open to misunderstanding. This can be very useful if the child's version of events is different from how you remember the incident.
- Communicate with parents if a child is injured by accident by a member of staff, or if physical restraint has to be used. Parents **MUST** hear about it from the school as soon as possible.
- Consider "How would this look if I saw someone else doing it"? Is an action which is innocent in your mind open to misinterpretation?
- Watch your body language - physical contact can be misunderstood. The prohibition on the use of corporal punishment includes "any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation." This can include being physically threatening or intimidating.
- NEVER lose control. Children NEVER deserve to be abused.
- If staff members have concerns about another staff member, this must be shared with the DSL; staff should not allow hierarchies of status to prevent them from questioning colleagues' behaviour. All staff members must be aware of and follow the Whistle-blowing policy
- NEVER collude with or cover up risky and inappropriate behaviour by a colleague
- Do not criticise someone who feels that they need support, advice or a witness which you do not think you would need in the same situation.
- Working to procedures is better for everyone rather than leaving people to sort it out for themselves.
- Training, supervision and accountability are not an assault on a teacher's integrity but evidence of professional good practice
- Remember that any sexual relationship between an adult in a position of trust and a pupil under 18 is an offence.

## APPENDIX 4

### **Contact details for Education Safeguarding Service September 2020:**

#### **KENT COUNTY COUNCIL**

##### **Head Office – Sessions House**

Room 2.30, Sessions House, County Hall, Maidstone ME14 1XQ

**Claire Ray**  
Head of Service

**Office:** 03000 415788

**Rebecca Avery**  
Training & Development Manager

**Office:** 03000 418707  
[rebecca.avery@theeducationpeople.org](mailto:rebecca.avery@theeducationpeople.org)

**Online Safety**

**Office:** 03000 415797

##### **North Kent – Worrall House (Dartford, Gravesham, Sevenoaks)**

30 Kings Hill Avenue, West Malling, ME19 4AE

**Gravesend Area Safeguarding Adviser (Education)**    **Office:** 03000 412445

**Front Door : 03000 4111111**  
**(outside office hours 03000 419191)**

**LADO Team contact number: 03000 410888**  
**Email:**  
[kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)

## **APPENDIX 5**

### **Safeguarding Pink Form**