



ST BOTOLPH'S CEP SCHOOL

Safeguarding Policy

Designated Safeguarding Leads:

Mrs A Chitty, Head teacher
Mrs J Harding, Inclusion Manager

Named Safeguarding Governors:

The Ethos Committee

All staff have access to this policy and sign to the effect that they have read and understood its content.

Review Body:	Full Governing Body
Leadership Group Responsibility:	Chair of Governors
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INTRODUCTION

This policy sets out how the Governing Body of the school is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with sections 175 & 157 of the Education Act 2002.

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It is reviewed annually by the Governing Body.

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

- Keeping Children Safe in Education, DfE statutory guidance 2016
- Working Together to Safeguard Children 2015
- 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 Inter-Agency Threshold Criteria for Children and Young People, KSCB

This school recognises its responsibility to protect and safeguard the welfare of the children entrusted to its care by establishing a safe environment in which they can learn and develop.

All actions are based on three paramount principles:

- To protect from harm
- To prevent abuse
- To promote welfare

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

- e-Safety Policy
- Staff Code of Conduct
- Behaviour Policy and Guidelines for the Use of Physical Intervention
- Guidance on the Use of Photographic Images
- Health and Safety Policy
- Procedures for Assessing Risk
- First Aid and Accident Policies
- Supporting Children with Medical Conditions policy
- Safer Recruitment Guidelines
- Procedures for Managing Allegations Against Staff
- Teachers Standards 2012
- Whistle-Blowing Policy

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. We maintain an attitude of “it could happen here.”

We support the welfare of all of our children by:

- upholding children’s wellbeing and safety 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 young abusers 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 this is, 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 make sure their approach is child-centred. This means that they should 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 should be aware of the school systems that support safeguarding and these will be explained as part of staff induction. All staff must read at least Part One of Keeping Children Safe in Education, DfE 2016, and undertake regular safeguarding and child protection training. All staff have a role to play in identifying concerns, sharing information and taking prompt, appropriate action.

The **Designated Safeguarding Leads (DSLs)** are senior members of staff who have lead responsibility for safeguarding and child protection. They will provide support to staff members to carry out their duties and will liaise closely with other services such as children's social care. Their role is to:

- encourage a culture of listening to children and taking account of their feelings
- act as a source of support, advice and expertise for staff
- co-ordinate safeguarding action for individual children
- keep detailed, accurate, secure written records of concerns and referrals
- liaise with other agencies and professionals
- ensure that locally agreed processes and procedures are followed and make referrals as necessary to the appropriate agency
- understand the Early Help process for providing help and intervention
- have a working knowledge of how the local authority conducts a child protection case conference and be able to attend and contribute to these effectively when required to do so
- attend relevant or refresher training courses
- ensure training for all school staff is updated at least annually
- ensure the school's Safeguarding policy is known, understood and used appropriately
- ensure the policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this

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 the Designated Safeguarding Lead.

Safeguarding information about individual children is shared on a need to know basis only, in order to protect confidentiality, and thus, what may seem to be a minor issue, may be highly significant to the bigger picture of risk.

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Our safeguarding and child protection procedures follow national statutory guidance and we adhere to the Kent Safeguarding Children's Board (KSCB) procedures. The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

All staff should be aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, and sharing information with other professionals to support the assessment.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to maintain an appropriate level of confidentiality whilst at the same time liaising with the 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 DSL to receive and collate 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. To help with this decision they may choose to consult with the Area Education Safeguarding Team (see Appendix 4). Advice may also be sought from the Early Help Coordination Team or Specialist Children's Services (SCS) Central Duty team who offer opportunities for consultation as part of the Child in Need / Child Protection process.

New referrals to Services will be made using the agreed process i.e. the Early Help Notification form or inter-agency referral form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. Concerns for children who are already known to Services will be passed to the allocated worker / Team.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought, unless there is a valid reason not to do so.

In the absence of the availability of the DSLs to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team or Specialist Children's Services, and any member of staff can make a referral.

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

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 2016, and all staff **must** read this document. The definitions and possible signs of abuse are also found in Appendix 2 of this document.

“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 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. Staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

All staff should be aware of current specific safeguarding issues and there is more information in Part One of Keeping Children in Education (DfE 2016) and in appendix 3 of this policy. Information can also be found on the TES, MindEd and NSPCC websites.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. (See Appendix 3 for further details.)

INDUCTION AND TRAINING

All staff are made aware of the school systems that support safeguarding as part of staff induction. This will include:

- the safeguarding policy
- the staff code of conduct
- the role of the designated safeguarding lead

All staff will receive safeguarding and child protection update training at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

The school leadership team will ensure the DSLs attend the required DSL safeguarding training when they first take up 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 Head Teacher will report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of training.

RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the designated safeguarding lead.

Staff must record any welfare concern that they have about a child on the school's safeguarding incident/concern form, including a body map where injuries have been observed. The form must be completed fully, as soon as possible following the concern or disclosure and passed to the DSL.

Blank safeguarding forms are available in class registers, in the school office and from the DSLs. (See safeguarding form - appendix 4.)

The safeguarding records are kept centrally by the DSLs and are shared with other staff on a 'need to know' basis. The DSLs will communicate with staff about concerns and any significant issues.

All safeguarding records will be forwarded to a child's new school if they transfer in-year or when they transfer to the secondary phase. These will be taken or sent under confidential cover to the new school, marked for the attention of their DSL. A letter will accompany the records to obtain confirmation of receipt from the receiving school.

Detailed guidance on record keeping can be found in the KCC document "Guidelines for Safeguarding Record Keeping in Education Settings." (Nov 2016)

CONCERNS ABOUT MEMBERS OF STAFF OR SAFEGUARDING PRACTICE

If staff members have concerns about another staff member, this must be referred 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. For specific guidance on how to respond to allegations against staff, please refer to the “Procedures for Managing Allegations Against Staff.”

Where there are concerns about the Headteacher, this should be referred to the Chair of Governors.

All staff need to be aware of the school’s Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult the DSL.
Advice can also be sought via NSPCC whistle blowing helpline 0800 028 0285.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime and know that such concerns will be taken seriously.

WORKING WITH OTHER AGENCIES

The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children”. We work with social care, the police, health and other services to promote the welfare of children and protect them from harm. 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.

We recognise the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

The senior leadership team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.

INFORMATION SHARING

We recognise that all matters relating to child protection are confidential. The DSLs will disclose any information about a child to other staff on a need to know basis.

As part of meeting a child's needs, it is important to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter one of "Working Together to Safeguard Children" and in "Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, young People, Parents and Carers." (HM Gov 2015)

Whilst the Data Protection Act 1998 places duties on organisations to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

CURRICULUM AND STAYING SAFE

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

We will use the curriculum to provide opportunities for increasing self awareness, self esteem, social and emotional understanding, assertiveness and decision making so that the children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. The breadth of issues is considerable but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction
- conduct: personal online behaviour that causes harm

It is essential that the school is doing all they can reasonably do to limit children's exposure to these risks. As part of this, the school ensures that appropriate filters and monitoring systems are in place. We also ensure a whole school approach to educate the school community in their use of technology and establish mechanisms to identify, intervene and escalate any incident where appropriate.

Detailed information can be found in the school's E-Safety Acceptable Use Policy.

SUPPORT

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

Staff can also approach the DAS support line directly.

SAFE WORKING PRACTICE

Staff are required to work within clear guidelines on safe working practice and the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school 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 work with individual children to be conducted in view of other adults.

Physical intervention 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 the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in "Guidance for Safer Working Practice for Adults who Work with Children and Young People." (2009).

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) 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, the school's e-Safety Policy and Acceptable Use Policy and the KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People.

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.

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. The Governing Body and School Leadership Team ensure that the school follows safe recruitment processes, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre. The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools) (England) Regulations 2011.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/407788/disqual_stat-guidance_Feb_15.pdf

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

When activities are provided by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

SECURITY

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

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that come to light. We also welcome comments from children, parents and others about areas that may need improvement, as well as what we are doing well.

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; "Did he/she....?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions - Tell Explain Describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes 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
Fingertip bruising to the front or back of torso or limbs
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
- Fire setting

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

Further information on some specific safeguarding issues

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behaviour

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

Staff should recognise that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

All staff and governors should complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The Designated Safeguarding Leads should also have attended additional training which includes further information on the Prevent Duty.

APPENDIX 4

Contact details for education safeguarding team:

KENT COUNTY COUNCIL

EYPS – Safeguarding in Education Contacts – September 2016

Head Office – Sessions House

Room 2.04, Sessions House, County Hall, Maidstone ME14 1XQ

Claire Ray
Principal Officer

Office: 03000 415788
Mobile: 07920 108828

Rebecca Avery
Education Safeguarding Advisor – Online
Protection

Office: 03000 415797
Mobile: 07789 968705
rebecca.avery@kent.gov.uk **or**
for general enquiries: esafetyofficer@kent.gov.uk

Ashley Assiter
e-Safety Development Officer

Office: 03000 422148
ashley.assiter@kent.gov.uk

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

30 Kings Hill Avenue, West Malling, ME19 4AE

Lorisa Webber
Area Safeguarding Adviser (Education)

Office: 03000 412445
Mobile: 07740 183798
lorisa.webber@kent.gov.uk

Linda Funnell
Safeguarding Admin Support (part-time)

Central Duty: 03000 41 11 11

**Urgent child protection issue out of
office hours: 03000 41 91 91**

APPENDIX 5

Safeguarding incident/concern form (PINK FORM)