



Child Protection Policy

Based on Keeping Children Safe in Education DfE guidance September 2019

(Statutory)

**Effective Date
September 2019**

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Contents

Key contact personnel in the Academy/School.....	3
What to do if you have a welfare concern in	4
1. Introduction and ethos	5
2. Definition of Safeguarding	5
3. Context	6
4. Key responsibilities	7
5. Recognition and categories of abuse	10
6. Safeguarding and child protection procedures	10
7. Record keeping	12
8. Multi-agency Working	12
9. Confidentiality and information sharing	13
10. Complaints	13
11. Staff induction, awareness and training	13
12. Safe working practice	14
13. Staff supervision and support	14
14. Safer recruitment.....	15
15. Allegations against members of staff and volunteers.....	16
16. Peer on peer abuse	16
17. Safeguarding children with special educational needs and disabilities	17
18. Online safety.....	18
19. Curriculum and staying safe	18
20. The use of school premises by other organisations	19
21. Security.....	19
22. Local support	21
23. National contacts	23
Appendix 1: Responsibilities of the Governing Body and the Headteacher	25
Appendix 2: Categories of Abuse	26
Appendix 3: Specific Safeguarding Issues	29
Appendix 4: Keeping yourself safe when responding to disclosures	34
(the 6 R's – what to do if...).....	34

Key contact personnel in the Academy/School

Contact names	
Designated Safeguarding Lead (DSL) NLL Cornwallis Tiger	Mrs S Mackie 01622 743286 Mrs C Clubb 01622 743152 Mrs H King 01622 745166
Deputy Designated Safeguarding Leads (Deputy DSL) NLL Cornwallis Tiger	Ms S Doyle, Mr L Garrett Mr T Stanley Mr C Norman Ms S Nunn Ms K Thorpe
Any other staff trained to DSL level NLL Cornwallis	Mrs J Urquhart Miss S Semper/Mr J Sutton/Miss S Hodges
DSL Early Years/Tiger Cubs	Miss L Cooper 01622 743286
Headteacher New Line Learning Headteacher Cornwallis Headteacher Tiger	Mr P Murphey Mrs I Linney-Drouet Mrs H King

All staff will have access to this policy and copies will be placed in key locations around each school

Date agreed and ratified: October 2019

Date of Next Review: September 2020

What to do if you have a welfare concern in one of our schools

Why are you concerned?

e.g.

- Allegation/child shares a concern or worry
- Indicators of abuse or neglect

Immediately record your concerns

- Follow the school's procedure (see)
 - Reassure the child
 - Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm, e.g. unsafe to go home.
- Access the KSCB Support Level Guidance document and procedures: www.kscb.org.uk.
- Refer to other agencies as appropriate, e.g. Internal or community services, LADO, Police or Request for support.
- If unsure then consult with Area Education Safeguarding Adviser (see page 21 of this policy for contact information) or Local Authority Social Worker at Central Referral Unit.

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- Follow school complaints procedures ([available on school/Trust website](#))

Record decision making and action taken in the pupil's Child Protection/Safeguarding file

Monitor

Be clear about:

- What you are monitoring, e.g. behavior trends, appearance, etc
- How long will you monitor?
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

At all stage 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.

1. Introduction and ethos

- The Future Schools Trust (FST) is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. FST recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.
- FST recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly.

Our school core safeguarding principles are:

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

2. Definition of Safeguarding

- “Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education.” (Inspecting safeguarding in early years, education and skills settings, Ofsted, September 2018).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- There are four main elements to our Child Protection policy:
 - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
 - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
 - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
 - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

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

1. Context

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

- DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills settings' (2018)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Safeguarding Children Procedures (Online)
- Early Years and Foundation Stage Framework 2017 (EYFS)

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

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

- o Bullying (including cyberbullying)
- o Children and the court system
- o Children Missing Education (CME)
- o Children with family members in prison
- o Child missing from home or care
- o Child Sexual Exploitation (CSE)
- o Child criminal exploitation (County Lines)
- o Domestic Abuse
- o Drugs and alcohol misuse
- o Fabricated or induced illness
- o Faith abuse
- o Female Genital Mutilation (FGM, part of 'Honour' based violence)
- o Forced marriage (Part of 'Honour' based violence)
- o Gangs and youth violence
- o Gender based abuse and violence against women and girls
- o Hate
- o Homelessness
- o Honour based abuse
- o Human trafficking and modern slavery
- o Mental health
- o Missing children and adults
- o Online safety
- o Peer on Peer Abuse
- o Prevent duty (radicalisation and extremism)
- o Private fostering
- o Relationship abuse
- o Serious violence
- o Sexual violence and sexual harassment between children
- o Upskirting
- o Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2019 page 78)

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below. (to be read and followed alongside this document)

- Attendance (Children Missing Education)
- Behaviour Management, linked to the Use of Physical Intervention *
- Anti-Bullying
- Complaints
- Drugs
- Data Protection and Information Sharing
- First Aid and Accidents
- Image Use
- Health and Safety
- Sex Education
- Online Safety and Social Media
- Personal and Intimate Care
- Risk Assessments (e.g. school trips, use of technology)
- Managing Allegations Against Staff
- Code of Conduct for Staff (including Acceptable Use of Technology/AUP)
- Safer Recruitment
- Searching, screening and confiscation
- Whistle-Blowing

Some of these policies can be found on the school website

Every member of staff at FST 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. Key responsibilities

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.
- The governing body, DSLs and Senior Leadership Teams have read and will follow KCSIE 2019. Further information regarding the key strategic responsibilities of the governing body and Headteacher are identified in appendix 1.
- The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which 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.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL(s) is properly supported in this role at a time and resource level.

2. Designated Safeguarding Lead (DSL)

- Each school has appointed a member of the leadership team (outlined below) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills

- required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (*e.g. e-Bulletins, conferences, local meetings, FST Child Protection Committee meetings and all other relevant training etc*) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- The school has appointed additional staff to deputise for the DSL (outlined below). Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential recording system for safeguarding and child protection concerns.
- Co-ordinate safeguarding action for individual children:
 - In the case of Looked after Children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children 2018.
- Ensure that locally established procedures are followed as necessary.
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school's part 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.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019).

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2019, part two.

3. Members of staff

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- To understand the early help process and their role in it.
- To understand your schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

- All members of staff in FST 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 4 for advice for staff on responding to safeguarding concerns.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).

4. Children and young people

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

- Contribute to the development of school safeguarding policies
- Receive help from a trusted adult.
- Learn how to keep themselves safe by recognising when they are themselves at risk and how to get help when they need it, including online.

5. Parents and Carers

Parents/carers have a responsibility to:

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

A statement on the school's website will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. It is also advisable that schools include their safeguarding statement on the school website.

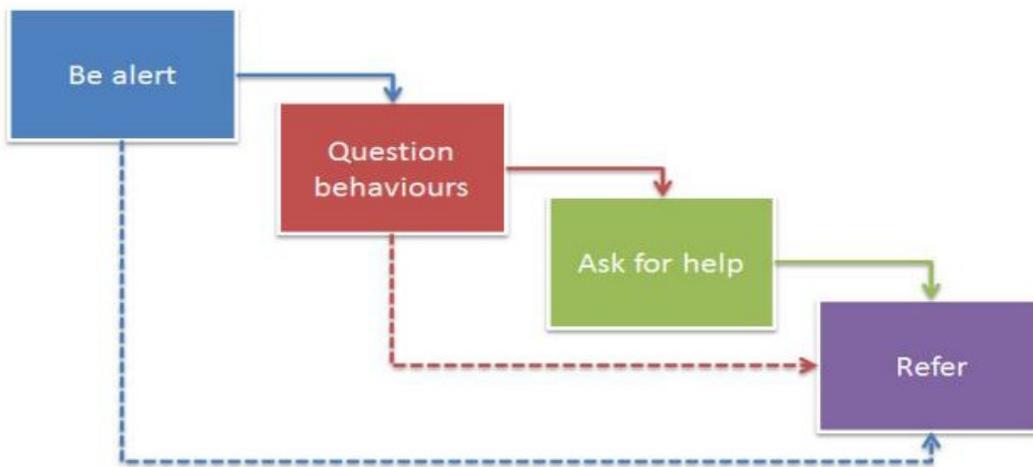
Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website www.futureschoolstrust.com

2. Recognition and categories of abuse

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - o Physical abuse
 - o Sexual abuse
 - o Emotional abuse
 - o Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2019 (see appendix 3) and 'What to do if you are worried a child is being abused' 2015.
- Members of staff are made aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.
- Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child.
- Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent- child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

3. Safeguarding and child protection procedures

- FST adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website: www.kscb.org.uk
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children’s social care and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- The DSL may seek advice or guidance from Area Education Safeguarding Adviser from the Education Safeguarding Team before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Team or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school’s escalation process.
- If a child’s situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

4. Record keeping

- Staff will record any welfare concern that they have about a child on the school's
- safeguarding incident/concern form (which may also include a body map where injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.
- All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.
- **Incident/concern forms are kept:**

Gold Forms/Incident/concern forms are kept at:

New Line Learning Miss S Doyle (Inclusion Office), Main reception and PA to the Head Teacher

Cornwallis Main Reception, staff room, DSL offices

Tiger Mrs H King

Tiger cubs Ms L Cooper

- Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.
- The Headteacher will be kept informed of any significant issues by the DSL.
- All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools". All Staff **WILL** familiarise themselves with the responsibilities as outlined in this document. www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance

5. Multi-agency Working

- FST recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018).
- 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. We will however contribute to the investigation and assessment processes as required.
- FST recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other Early Help multi-agency meetings.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

6. Confidentiality and informationsharing

- FST recognises that all matters relating to child protection are confidential. The
- Headteacher or DSL will only disclose information about a pupil to other members of staff on a need to know basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix4.
- DfE Guidance on Information Sharing (July 2018) provides further detail. This is kept in reception.
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

7. Complaints

- The school has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. This can be found on the school website.
- 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 can be found on FST Sharepoint or staff shared area.**

8. Staff induction, awareness and training

- All members of staff have been provided with a copy of part one of the *"Keeping Children Safe in Education"* (2019) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A. This is recorded in the Single Central Register and within the Safeguarding Folder.
- The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.
- All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
 - **Respond** appropriately to safeguarding issues and take action in line with this policy
 - **Record** concerns in line with the school policies
 - **Refer** concerns to the DSL and be able to seek support external to the school if required
- Staff will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse,

truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.

- All staff members will receive safeguarding and child protection updates (*staff meetings or briefings, INSET days and twilight sessions*), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All members of staff (including temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- Although the school has a nominated lead for the governing body (Mrs Hodges), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

9. Safe working practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 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 **Positive Behaviour Protocol 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 in Education Settings** (2015) which can be found *in the staff room/main office/staff and Trust website*.
- 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**.

10. Staff supervision and support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

- 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
 - Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
 - All staff have regular reviews of their own practice to ensure they improve overtime.
- 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. Further information about a range of supporting organisations can be found in appendix 5.

FOR SCHOOLS WITH EARLY YEARS AND FOUNDATION STAGE PROVISION:

- 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 2017.

11. Safer recruitment

- FST is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- FST is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:
 - Date of recruitment
 - References
 - Identity checks
 - Criminal records check reference number, including date check was obtained and details of who obtained it
 - Eligibility to work in the UK checks
 - Section 128 checks (if relevant)
 - Other essential key data
- The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- Each headteacher will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with the appropriate safeguarding information.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

12. Allegations against members of staff and volunteers

- FST recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher or DSL who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported directly to the Chair of Governors who will contact the LADO in the first instance.
- 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 leadership team.
- All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- FST has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.
- For specific guidance on how to respond to allegations against staff, please refer to the **"Procedures for Managing Allegations Against Staff"** and **Whistle Blowing Policy** can be found on the FST Sharepoint or staff shared area.

When in doubt – consult

13. Peer on peer abuse

- FST recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- FST believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern in accordance with Kent Safeguarding Children Board procedures. The school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and support mechanisms both within the school and externally (such as Kent Police, ChildLine etc.).
- FST is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
- Further information about the schools' response to specific allegations of abuse against pupils can be located on FST Sharepoint or staff shared area (e.g Behaviour, Anti-bullying, Online Safety, etc.)

- The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “Sexting in Schools and Colleges” guidance and KSCB guidance.
- Further information in relation to the schools’ approach to “sexting” can be found in FST E-safety policy which is located on FST Sharepoint or staff shared area.
- The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, Childline etc). Further information can be found in (list relevant policies e.g. PSHE, Citizenship, Sex and Relationships Education, Computing etc).
- Pupils who have been experienced peer on peer abuse will be supported by:
 - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice.
 - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
 - Providing reassurance and continuous support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - Speaking with police or other local services (such as early help or children’s specialist services) as appropriate
- FST is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

14. Safeguarding children with special educational needs and disabilities

- FST acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. They are more prone to peer group isolation than other children.
- FST will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child’s disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

15. Online safety

- It is recognised by FST that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.
- FST identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

content: being exposed to illegal, inappropriate or harmful material

contact: being subjected to harmful online interaction with other users

conduct: personal online behaviour that increases the likelihood of, or causes, harm

- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping children safe in education' 2019.
- FST will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. See the E-safety policy on FST Sharepoint or staff shared area for further details of the filtering and monitoring systems in place.
- The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding
- FST acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the schools' control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school **E-safety policy which can be found on FST Sharepoint or staff shared area.**
- **FST** will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

16. 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.
- FST will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- Pupils 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 (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, serious violence, neglect, gender-based violence/sexual assaults and sexting.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at FST will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

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

This might include:

- *School/Student Council*
- *Listening posts/benches*
- *Worry boxes*
- *Buddy and peer-mentoring systems*
- *Peer mediation*
- *PSHE events*
- *Regular feedback questionnaires with groups of children*
- *Specific BULLYING POLICY (cross reference here)*
- *SEAL*
- *Kidscape programme*
- *Think U Know, Childnet, Digital Literacy Scheme of work etc.*
- FST will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.
- Detailed information about the schools' response to online safety can be found in the school's **Online Safety policy and Acceptable Use policy**.

17. The use of school premises by other organisations

- Where services or activities are provided separately by another body using the school premises, the FST 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 – please see 'Lettings Policy'
- If this assurance is not confirmed then an application to use premises will be refused.

18. 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. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's lanyard whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Identification of staff, external agencies and visitors within the Trust (Please see our

Safer Recruitment Policy for further Guidance)

Green Lanyard – FST staff

Orange Lanyard – FST approved external staff and agencies

Red Lanyard – Visitors who must be accompanied at all times (Appendix 3)

The approval of Orange Lanyards:

Within FST Trust we work with a wide range of external professional staff and agencies. To support these valuable members of our community to complete their work with specific students it is required that they are able to access the school buildings.

The current guidance issued by the Department for Education on the vetting of visitors is unclear and this had been brought to the attention of the DFE in the recent consultation document response by KCC. Keeping Children Safe in Education 2019 currently includes ‘visitors’ to the school in part 3, which is about Recruitment, Selection and Pre-employment vetting. Section 184 of the same guidance makes it very clear that ‘Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates for visitors.’

Finally, section 68 of Keeping Children Safe in Education (2019) outlines the schools’ responsibilities for inter-agency working and allowing access to children by local authority personnel under safeguarding management responsibilities. In addition all schools may need to be reminded that the law states that schools have a “duty to co-operate” with child protection enquiries under Section 47(1) of the Children Act 1989. This would include the need for a child to be seen alone by a trained social worker and/or police officer if this is deemed to be the most appropriate course of action to gain an accurate account from the child. Similarly, the law states that the “welfare of the child is of paramount consideration” and “their wishes and feelings must be taken into account”. On occasion an accurate representation of a child’s wishes and feelings will only be possible if the child is able to speak to a worker on their own. Any registered Social Worker or police officer working on behalf of the Local Authority, in whatever capacity, must be thoroughly vetted in order for them to carry out their role. Similarly, social work assistants and early help practitioners who have regular contact with children are also legally required to have a DBS check carried out by the Local Authority.

Staff from KCC will carry a photographic identification card, which they are expected to carry and show the school. A police Warrant Card or a CAF/CASS identity card are sufficient proof that a check has been completed.

Request for an orange lanyard

1. An ‘Orange Lanyard Request’ can be made by the schools seeing a copy of the DBS or written confirmation from the 3rd party, e.g. teaching agency or another school. This would be completed by the relevant person in school who would be the ‘agencies’ key contact at the school
2. On arrival to the School, the associate would be required to bring with them: a current photographic ID either passport or Drivers Licence to prove that they are the named person and they would be assigned to a member of staff.
3. An orange lanyard would be issued for their visits.
4. The agent’s name will then be kept on file must they must show the required ID at each visit back at the school.

However, where there is an issue with a DBS not being clear, guidance can be obtained from HR. If a visitor is requested to speak with students a Speaker Request Form must be completed.

5. Local support

- All members of staff in FST are made aware of local support available:

Local Authority (LA) contact	
Our school follows the safeguarding protocols and procedures of our safeguarding children board (LSCB)	<p>Keeping Children Safe in Education 2019</p> <p>Working Together to Safeguard Children (2018)</p> <p>The Education (Independent School Standards) Regulations 2014 SI No.3281</p> <p>Statutory Framework for Early Years Foundation Stage (2014)</p> <p>National Minimum Standards for Boarding Schools (2015), where applicable</p>
<p>The Designated Officer for child protection (LADO):</p> <p>NLL & CWS</p> <p>Tiger</p>	<p>Gemma Willson Gemma.willson@theeducationpeople.org 03000412284 or 07540677200</p> <p>Claire Ray Claire.ray@theeducationpeople.org 03000 415788 or 07920 108828</p>
<p>Local authority children's social care referral team(s)</p> <p>Education Safeguarding Support Officer</p>	<p>Kent Safeguarding Children Board Room 2.04, 2nd Floor Sessions House County Hall Maidstone ME14 1YQ</p> <p>kscb@kent.gov.uk 03000 421126</p> <p>linda.funnell@theeducationpeople.org</p>
Local authority Prevent Lead	<p>Local Channel Police Practitioner or 'Single point of contact' (Spoc)</p> <p>Mike Kenny – Special Branch/Prevent Officer for Maidstone</p> <p><u>E:</u> mike.kenny@kent.pnn.police.uk</p> <p><u>T:</u> 07807340241</p>
Online Safety in the Education Safeguarding Team	<p>Rebecca Avery, Education Safeguarding Adviser (online protection)</p> <p>rebecca.avery@theeducationpeople.org</p> <p>Ashley Assiter, e-safety Development Officer</p> <p>ashley.assiter@theeducationpeople.org</p> <p>Tel : 03000 415797</p>

	esafetyofficer@theeducationpeople.org (non urgent issues only)
Childrens' Social Work Services Integrated Front Door (replaces Central Duty Team and Early Help)	Email: kscb@kent.gov.uk Integrated Front Door General Enquiries: 03000 411111 (Safeguarding) Out of hours: 03000 419191

Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by the DSL. If a child is in immediate danger ring 999.	
Local Police Emergency	999
Local Police non-emergency	101

6. National contacts	
NSPCC 24/7 Helpline/textline	Tel: 0800 800 5000/88858 Email: help@nspcc.org.uk
ChildLine	Tel: 0800 1111
NSPCC FGM Helpline	Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
DfE Prevent Helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: Counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0845 22 55 787
<p>Support for staff</p> <ul style="list-style-type: none"> • Education Support Partnership: www.educationsupportpartnership.org.uk • Professional Online Safety Helpline: www.saferinternet.org.uk/helpline <p>Support for Pupils</p> <ul style="list-style-type: none"> • NSPCC: www.nspcc.org.uk • ChildLine: www.childline.org.uk • Papyrus: www.papyrus-uk.org • Young Minds: www.youngminds.org.uk • The Mix: www.themix.org.uk <p>Support for adults</p> <ul style="list-style-type: none"> • Family Lives: www.familylives.org.uk • Crime Stoppers: www.crimestoppers-uk.org • Victim Support: www.victimsupport.org.uk • Kidscape: www.kidscape.org.uk • The Samaritans: www.samaritans.org • Mind: www.mind.org.uk • NAPAC (National Association for People Abused in Childhood): napac.org.uk • MOSAC: www.mosac.org.uk • Action Fraud: www.actionfraud.police.uk <p>Support for Learning Disabilities</p> <ul style="list-style-type: none"> • Respond: www.respond.org.uk • Mencap: www.mencap.org.uk 	

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

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

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and Hate

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

Appendix 1: Responsibilities of the Governing Body and the Headteacher

The Governing body has the responsibility to ensure:

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCB training in inter-agency working, in addition to basic child protection training
- The school has an up-to-date child protection policy which is consistent with KSCB requirements, reviewed annually and made available to parents on request
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher
- 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 Headteacher. 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 without delay.
- That children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher has the responsibility to ensure:

- That the child protection policy and procedures are implemented and followed by all staff.
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings.
- That all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures.
- That child's safety and welfare is addressed through the curriculum.

Appendix 2: Categories 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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2018 and staff who have direct contact with pupils should also read annex A.

Sexual abuse

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

Signs that MAY INDICATE Sexual Abuse

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

Physical abuse

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

Signs that MAY INDICATE physical abuse

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

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

Signs that MAY INDICATE emotional abuse

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

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

Children and the court system

FST recognises that Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed and that this can be stressful for children. There are two age appropriate guides to support children [5-11 year olds](#) and [12 -17 year olds](#).

Children Missing Education (CME)

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

FST has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the schools' policy and procedures regarding **CME and attendance**.

Children with family members in prison

FST recognises that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health and will work with the children, families and other professionals to help mitigate the negative consequences for those children.

Child Sexual Exploitation (CSE)

FST identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

FST is aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

Every member of staff at FST recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks.

Child criminal exploitation: County lines

County lines criminal activity is where drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Every member of staff at FST is aware that children at risk of becoming involved in county lines should be approached in the same way as protecting children from other forms of abuse and exploitation.

Domestic abuse

Every member of FST is aware of the definition of domestic abuse:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender of sexuality

They understand that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and that this is to be approached in the same way as any other form of abuse.

Homelessness

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave the property. The Homeless Reduction Act 2017 places a new legal duty on English councils. The following factsheets usefully summaries the new duties: [Homeless Reduction Act Factsheets](#). The department and Ministry of Housing, Communities and Local Government have published joint [statutory guidance](#) on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

‘Honour based’ violence

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

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

All members of staff will follow the school and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

[FGM fact sheet](#)

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 35-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk

Radicalisation

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

FST will ensure all staff 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 DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at FST recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at FST will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalisation and extremism can be found in the school's online safety policy.

Peer on peer abuse

FST recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

FST believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 12, above and in accordance with Kent Safeguarding Children Board procedures.

See section 17 of this document for further details.

Serious violence

Staff at FST are aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. Such as, but not limited to, 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, signs of assault or unexplained injuries, unexplained gifts or new possessions.

Advice for schools and colleges is provided in the Home office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff at FST are aware of the importance of:

- Making clear that it is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerated or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Any incidents of sexual violence or sexual harassment will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 12, above and in accordance with Kent Safeguarding Children Board procedures.

Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Any incidents of ‘Upskirting’ will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 12, above and in accordance with Kent Safeguarding Children Board procedures.

Appendix 4: Keeping yourself safe when responding to 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 who 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