



Learn, Serve, Shine
Crockham Hill C E Primary School
Child Protection and Safeguarding Policy

Review Body:	Full Governing Body
Leadership Group Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	October 2016
Next Review:	October 2017

Our key contact personnel for safeguarding

School Contacts		
Role	Name	Contact
Designated Safeguarding Lead (DSL)	Jayne Ingman	01732 866374 headteacher@crockhamhill.kent.sch.uk
Safeguarding Governor	Chris Calvo	01732 866374 ccalvo@crockhamhill.kent.sch.uk
E-Safety Coordinator	Jayne Ingman	01732 866374 as above
Local Authority Contacts December 2016 http://www.kelsi.org.uk/_data/assets/pdf_file/0009/26478/Contact-list-EST.pdf		
Role	Name	Contact
Area Safeguarding Adviser	Lorrisa Webber	Office: 03000 412445 Mobile: 07740 183798 lorrisa.webber@kent.gov.uk 30 Kings Hill Avenue, West Malling, ME19 4AE
Education Safeguarding Team	Central referral unit	03000 41 1111 03000 41 9191 (urgent out of hours)
E-Safety Officer	Rebecca Avery	03000 415797 07789 968705 esafetyofficer@kent.gov.uk (general) Rebecca.avery@kent.gov.uk
Allegations against staff	Local Authority Designated Officer (LADO) Team	03000 410888
Safeguarding Admin Support (part-time)	Linda Funnell	Office: 03000 411995 linda.funnell@kent.gov.uk
DfE Prevent dedicated help lines		020 7340 7264 counter-extremism@education.gsi.gov.uk
Chair of Governors	Jo Naismith	naismj01@klz.org.uk
Safeguarding Governor	Chris Calvo	ccalvo@crockhamhill.kent.sch.uk

INTRODUCTION

At Crockham Hill CEP School we recognise our responsibility for all aspects of safeguarding and child protection. The safety and welfare of our pupils is our paramount concern in all aspects of the School's work. We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm and that **anyone can make a referral**. Every pupil should feel safe and protected from any form of abuse. We are committed to:

- Establishing and maintaining a positive ethos where children feel secure and are encouraged to talk and are always listened to and where we take into account the changing behaviours of children.
- Ensuring that all children know they can approach any adult if they are worried or in difficulty.
- Encouraging all staff and volunteers to discuss their concerns with the appropriate members of staff or agencies.
- Including in the curriculum, specifically in PSHCE and ICT, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensuring that there are robust policies and procedures in place to protect students from significant harm, and that these are reviewed and scrutinised on an annual basis. Any deficiency or weakness in the safeguarding policies which emerge will be remedied without delay.
- Ensuring that all unnecessary risks are managed, whilst acknowledging that risk cannot be eliminated from any environment.
- Ensuring that all are aware that as a staff we believe that our School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise that abuse could happen to our pupils.
- Supporting children who have been abused or are at risk of abuse and working effectively with children's services and other external agencies.
- We place the interests of our pupils as a paramount consideration (considerations of culture, disability, history, FGM). We look beyond the school setting, to all areas of the child's life.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with government publications. This includes

- DfE guidance Keeping Children Safe in Education September 2016 (KCSIE)
 - Disqualification under the Childcare Act 2006 (Feb 2015)
 - What to do if you are worried a child is being abused (March 2015)
- Working Together to Safeguard Children 2015 (WTSC)
 - Information sharing (March 2015)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Online Safeguarding Children Procedures (2014), including the Threshold Criteria for Children in Need
- Framework for the Assessment of Children in Need and their Families 2000
- Statutory Framework for the Early Years Foundation Stage 2014
- Prevent' Counter-Terrorism and Security Act 2015
- Prevent Duty Guidance: for England and Wales (March 2015)
 - The Prevent duty- Departmental advice for schools and childminders (June 2015)

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, staff of contractors, volunteers working with children and governors

- The use of social media for online radicalisation (July 2015)
- Tackling Child Exploitation (March 2015)
- Sexting in schools and colleges: responding to incidents and safeguarding young people UKCCIS2016

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to safeguard and promote the welfare of all children who are pupils at a school and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Ofsted's definition of safeguarding

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety.” (Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted April 2015)

We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care. This Policy, therefore, should be read in conjunction with the wider safeguarding policies as listed below. They are also available to access via the school website www.crockhamhill.kent.sch.uk

All policies will be reviewed on an annual 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

This policy should therefore be understood alongside other policies or procedures in place in our school on related safeguarding issues as listed below. All of these can be found in the school's staff area in hard copy, electronically on the staff intranet and those that are directly applicable to parents and carers are also to be found on the school's website at www.crockhamhill.kent.sch.uk (marked * in the list below).

THE ROLE OF THE GOVERNING BODY

The Governing Body will ensure that there is a Child Protection and Safeguarding Policy together with a staff behaviour (code of conduct) policy and that the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training. The Governors will also ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

The governors will delegate responsibility to the Head to ensure that:

- A member of SLT has Designated Safeguard Lead (DSL) responsibility currently Jayne Ingman (Headteacher) and that she has sufficient time, funding, supervision and support to fulfil her child welfare and safeguarding responsibilities effectively.
- On appointment, the DSL undertakes interagency training and also undertake DSL 'New to Role' and the 'Update' Course every 2 years and that all other staff have Safeguarding training updated regularly, in line with advice from the LSCB and including e-safety.

- The name of the designated members of staff for Child Protection and the Designated Safeguard Lead, will be clearly advertised in the School, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- That any weaknesses in Child Protection are remedied immediately and that a member of the Governing Body, Chris Calvo, is nominated to liaise with the LA on Child Protection and Safeguarding issues. In the event of an allegation of abuse made against the Head Teacher, the Chair of Governors, Jo Naismith, is responsible.
- All Child Protection policies and procedures are reviewed at least annually by the DSL and that the Child Protection and Safeguarding Policy is available on the School website.
- Safeguarding is taught (in a planned component of the curriculum) online, through the curriculum and PSHE and personal, social, emotional development in the EYFS. (further information under "prevention".)
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are made aware of the school's child protection guidelines and procedures.
- Governors will monitor that the school has appropriate safeguarding responses in place for children missing from education.
- Governors will ensure that there are steps in place for the School to listen to pupils.

The Governors will ensure that an enhanced DBS check is in place for the Chair of Governors.

At least one member of the governing body will also complete Safer Recruitment Training to be renewed every 5 years.

The Governing Body will ensure that child protection concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer (LADO) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

RESPONSIBILITIES OF THE DSL

The DSL, is a member of the Senior Leadership Team and has overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

These statutory responsibilities are also referred to in detail in the rest of this Policy.

The DSL is responsible for:

- Referring a child if there are concerns about possible abuse, neglect or radicalisation to the Children's Services Area Referral, Assessment and Intervention Service (RAIS) Team4, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- Ensuring any advice received from KSCB, police or LADO is recorded by the DSL.
- Making prompt contact with the police if it is a criminal matter.
- Liaising with other agencies and professionals, including social care and the police.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college, separately from the main transfer records. A copy of the child's file will be

retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.

- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that either the DSL and/or the class teacher/head teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Understanding the assessment process for providing early help and intervention and prevent issues from escalating. The importance of acting on and referring the early signs of abuse and neglect, radicalisation, for example through locally agreed common and shared assessment processes such as early help assessments and supporting early help provision in the school and nursery.
- Keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Monitoring that agreed actions are carried out, referring to agencies as required and recording resulting action or “no action” as appropriate.
- Being alert to the specific needs of children in need, of those with special educational needs and young carers
- Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Ensuring that any pupil subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection training for him/herself every two years. This will include local inter-agency working protocols and training in the KSCB’s approach to Prevent duties.
- Organising child protection and induction training for the Head and all staff annually and ensuring that part-time and voluntary staff who work with children are made aware of these arrangements. Training is in line with the requirements of KSCB and will include Prevent awareness training.
- The DSL will have higher level training in KSCB’s prevent strategy.
- Ensuring that staff are updated each time part one of KCSiE is updated, this is particularly important when new duties are introduced, as with the introduction of the Prevent duty.
- Providing, with the Head, an annual report for the Governors, detailing any changes to the policy and procedures; training undertaken by the Child Protection trained staff, and by all staff and Governors; number and type of incidents/cases, and number of children subject to a child protection plan(anonymised).
- Dealing with allegations or disclosure of abuse by pupil/s to another pupil by informing the Head. On all such occasions they will discuss the content of the allegation with the parents of both pupils. And when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’ including that any such abuse will be referred to local agencies. In pupils on pupil abuse all children involved, whether perpetrator or victim, are treated as being “at risk”.
- Ensuring the Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensuring the child protection policy is available publicly on our website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Linking with the Kent Safeguarding Children Board KSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Providing, with the Head Teacher and Chair of Governors, and contributing to the KSCB Section 11 Children Act 2004 “Audit of Statutory Duties and Associated Responsibilities” to be submitted to the Education Safeguarding Team at Kent County Council annually.

School Policies or Procedures on Related Safeguarding Issues (to be read and followed alongside this document)

- e-Safety Policy *
- Promoting Behaviour Management Policy including positive handling guidelines*
- Searching screening and confiscation guidelines
- Procedures for Managing Allegations Against Staff
- Guidelines for Safeguarding Record Keeping in Schools
- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff
- Advice notes : Dealing with Disclosures in School
- Health and Safety Policy*
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff
- KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Anti-Bullying Policy*
- Equalities Scheme*
- Guidance on the Use of Photographic Images (included in the e-safety policy)*
- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- School Drug Incident Policy*
- Intimate Care Guidance
- Female genital mutilation guidance (as DfE guidance for staff part 1 of Keeping Children Safe in Education)
- Prevent (Radicalisation and extremism)
- Procedures for Assessing Risk (re school trips)
- Medical needs policy*, first aid arrangements and accident reporting procedures
- DOH (2009) “Safeguarding Disabled Children – Practice Guidance”

These documents can be found in school and accessed through our school network.

ETHOS

In our school everyone has an essential role in making and keeping our community safe and secure. This includes staff, governors, parents, families and pupils. We welcome suggestions and comments that will contribute to and strengthen this process.

Crockham Hill CE Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to so that they may ‘Learn, Serve, Shine.’

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- We recognise that most children suffer harm from within their own families or from someone they know and with whom they have formed a relationship.

- We are alert to and ready to respond to any particular needs/issues/risks which may emerge in the context of the school pupil population at any one time, or our wider community. This may include Prevent, anti-radicalisation, FGM, missing children.
- We recognise that significant harm can be “actual” (it is happening now bruises, injuries, neglect) or could be likely (unless action is taken, the child may be exposed to significant risk in the future).

Crockham Hill CE Primary School will endeavour to support the welfare and safety of all pupils through

- maintaining children’s welfare as our paramount concern
- ensuring the content of our curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might / can talk to
- providing suitable support and guidance so that children have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where children can develop a sense of being valued and heard in their own right
- ensuring all steps are taken to maintain the security of our school site and our children’s physical safety
- 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
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures and lines of communication
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- developing effective and supportive liaison with other agencies.

RESPONSIBILITIES

Everyone in our school who comes into contact with children and their families has a role to play in safeguarding children. Our school forms part of the wider safeguarding system for children in our area.

All school staff have a responsibility to provide a safe environment in which children can learn.

All new staff, as part of their induction, will receive training in Safeguarding Children which will include how to respond to a pupil who discloses abuse. This training is provided by the designated members of staff. Staff signs a register to record that they have seen and understand their respective responsibilities in the policy.

All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

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

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

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Crockham Hill CE Primary School adheres to the KSCB Safeguarding Children Procedures (2014). The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

Additional guidance can be found in the staff area including

‘What to do if you are Worried About a Child Being Abused’ (DfE 2015)
Information Sharing advice for safeguarding practitioners (2015)
Kent and Medway Inter-Agency Threshold Criteria for Children in Need
The Assessment Framework for Children in Need and their Families (2000)

All staff have been provided with a copy of Part 1 and Annex A of the DfE guidance “Keeping Children Safe in Education” 2016 that covers Safeguarding information.

Safeguarding and promoting the welfare of children is defined as:

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

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges in a child’s life. In the first instance staff should discuss early help requirements with the designated safeguarding lead. (Further information regarding early help can be found in Chapter 1 of Working Together to Safeguard Children.)

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 (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser. Advice may also be sought from the Early Help Coordination Team or Specialist Children’s Services (SCS) Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child and the extent to which parents/carers are made aware of these.

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 DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team or Specialist Children’s Services (see

front page for contacts). The school also has a link to the DSL at a nearby school, Edenbridge Primary School.

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

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, 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 that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguards Team or the local Specialist Children's Services Team, who will be able to discuss the concern and advise on appropriate action to be taken.

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 related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website www.crockhamhill.kent.sch.uk

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:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Definitions of the above are to be found in Appendix 1 of this document. Staff should also refer to Part 1 Keeping Children Safe In Education and What to do if you are worried a child is being abused.

“Staff need to remember 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, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol

or if there is a sudden change in their mental health. 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.

INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DSL in line with government guidance that currently requires this to be updated every three years.

The nominated governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DSL attends 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 and at least every 2 years as required by guidance.

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.

The DSL 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.

RECORD KEEPING

Staff must record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Incident/concern forms are kept on display in the staff area and an electronic version of the reporting form is available on the school intranet.

Safeguarding records are kept separate from all other record relating to the child in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only.

Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools" – Staff MUST familiarise themselves with the responsibilities outlined in this document (<http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance>).

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher.

ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

Crockham Hill CE Primary School 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 Head Teacher 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.

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.

For specific guidance on how to respond to allegations against staff, staff should refer to the “**Procedures for Managing Allegations Against Staff**” which can be found in the staff area and on the school intranet.

WORKING WITH OTHER AGENCIES

Crockham Hill CE Primary School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. 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.

Crockham Hill CE Primary School recognises 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 Teams around the Child / Family.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

CONFIDENTIALITY AND INFORMATION SHARING

We recognise that all matters relating to child protection are confidential. The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they 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 dealing with disclosures can be found in the document “Child Protection - Dealing with Disclosures in School” and in Appendix 2. DfE Guidance on Information Sharing (published March 2015) provides further detail.

OUR CURRICULUM AND STAYING SAFE

We recognise that school plays 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 our school 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.

Systems have been established to support the empowerment of children to talk to a range of staff. Children in our school 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 include:

Class and School Council meetings

Class circle times or similar discussion times

Pupil questionnaires

Child conferencing

Use of the SEAL curriculum support materials

Use of visitors to support the curriculum, e.g. internet safety, drug education

ONLINE /OR E-SAFETY

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. We will ensure a comprehensive curriculum response to enable all children to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's e-Safety policy which can be found on the school's intranet.

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 newly qualified teachers and teaching assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach KCC's Support Line directly.

SAFE WORKING PRACTICE

Staff are required to work within the guidance in the school's staff handbook and other school policies or statements.

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 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 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) which can be found in the staff area and on the school's intranet.

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 for Staff** 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, pupils/students and staff who wish to report concerns. This can be found in the staff area and on the school's intranet and main 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**.

SAFER RECRUITMENT

Crockham Hill C E Primary School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our children and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within government guidelines, including accurate maintenance of the Single Central Record of required checks; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and at least 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.

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

SECURITY

All staff have a responsibility for maintaining their awareness of the security of the school buildings and grounds and for reporting any concerns. We operate within a whole-school community ethos and welcome comments from children, 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 badge 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.

Appendix 1

The signs to look for in a child you suspect is suffering from abuse. (See appendix 2 for more detailed information)

- Cuts, bite marks, bruises or burns on parts of the body where they are not usually, found as a result of an accident. (in inaccessible sites like the neck, behind the ears, on the soles of feet)
- Apparent age of injuries not being consistent with account given
- Evidence of injuries being repeated
- Loss of weight, over-eating, or loss of appetite
- Pains and soreness around the genital areas and bottom, with no adequate medical explanation
- Evidence of poor overall care and a failure to thrive, changes in style of dress or deterioration in clothing, such as becoming dirty and smelly
- Unexplained deterioration in performance at school
- Significant changes in behaviour such as :
 - Quieter
 - Noisier
 - Too good
 - Reverting to younger behaviour
 - More detached
 - Depressed
 - Withdrawn
 - Disinterested in their surroundings
- Distrust of adults, including those to whom they are normally closest, or only seeming happy when with substitute carers
- Absence from school, or irregular attendance without explanation
- Sexually explicit behaviour, eg playing games and showing awareness which is

inappropriate for their age

- Disturbed sleep and/or nightmares demonstrated through words, actions and pictures

It is important to listen to what children say. Do their words express or explain underlying worries?

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's care immediately. Anybody can make a referral.

For children who are in need of additional support (who are not at immediate risk), we will use inter-agency assessment following KSCB processes, including the use of CAF and TAC.

Contact details for referrals: Helen Windiate: Office: 03000 412445, Mobile: 07740 183798, Helen.windiate@kent.gov.uk

Appendix 2

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 by both men, women and children.

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

Signs that MAY INDICATE Sexual Abuse

Sudden changes in behaviour and 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, playing with discarded toys, acting like a baby

Distrust of familiar adults. 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
Extremes of passivity and/or aggression
Compulsive stealing
Drug, alcohol, solvent abuse
Fear of parents being contacted
Unwillingness or inability to play
Excessive need for approval, attention and affection

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

Signs that MAY INDICATE neglect.

Constant hunger
Poor personal hygiene

Constant tiredness
Inadequate clothing
Frequent lateness or non-attendance 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

Further information on Child Sexual Exploitation

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.

Further information on Female Genital Mutilation

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.

Further information on 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. The School will ensure that staff are able to identify children who may be vulnerable to radicalisation, know what to do when they are identified and have an awareness of the Channel Programme.

Further information on Youth Produced Sexual Imagery (Sexting)

While sharing photos and videos online and via smartphones is part of daily life for many people there are many risks associated with the production and distribution of sexual and explicit images both in terms of the law (Protection of Children Act 1978 as amended by the Sexual Offences Act 2003) and in relation to the possible effects on a child's wellbeing if imagery of this nature is shared beyond their control. In certain circumstances the DSL may have to refer an incident of this nature to the police.

Staff should refer to the DSL any incidents where it is thought that explicit or sexual images of young people have been made, distributed or be in the possession of a pupil. A young person who discloses that they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences and staff should take any direct disclosure very seriously. Staff must not request to see the imagery but rather confiscate a device which contains suspected imagery and pass this on to the DSL. The DSL will follow the guidance set out in "Sexting in schools and colleges: responding to incidents and safeguarding young people", including conducting an initial review meeting and considering in certain circumstances, immediate referral to police or social care.

The sharing of sexual imagery of people under the age of 18 by adults constitutes child sex abuse and such cases would always be referred to the police.

Every member of staff at School must recognise that a child exposed to radicalisation and extremism should be treated no differently from the way we safeguard against other issues 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 Lead should also have attended additional training which includes further information on the Prevent Duty.

Appendix 3

Specific safeguarding issues

- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- mental health
- sexting
- teenage relationship abuse
- child on child abuse
- child missing from education

Please be aware of:

- child sexual exploitation (CSE)
- female genital mutilation (FGM)
- gangs and youth violence
- forced marriage
- gender-based violence/violence against women and girls (VAWG)
- faith abuse
- private fostering
- preventing radicalisation
- child missing from home or care
- trafficking
- grooming through internet or "gaming"

Appendix 4

Procedure for dealing with disclosures (the 6 R's – what to do if):

1. Receive

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Note down what has been said

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 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. 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
- The designated teacher may be required to make appropriate records available to other agencies
- KSCB

6. Relax

- Get some support for yourself

October 2016