



## **Sheerness West Federation**

# **CHILD PROTECTION (SAFEGUARDING) POLICY**

October 18

Review: October 19

*“Dreams Come True With A Positive View”*

Policy Review Process	
Frequency of Review	<b>Annually</b>
Reviewed	<b>October 18</b>
Reviewed By	Mr N Cates
Next Review Date	<a href="#">October 19</a>

<b>Policy Status</b>	<b><i>Statutory</i></b>
----------------------	-------------------------

Policy Approval			
<b>Policy to be approved by:</b>		<b><i>Governing Body</i></b>	
Title	Name	Signed	Dated
Chair of Governing Body	Mr D Goodwin		
Executive Head	Mr S Davies		
Head of Schools	Miss H Brewer		
Date Policy Ratified by Governing Body / FLT			<a href="#">Click here to enter a date.</a>

### Document Storage

This document is stored electronically as detailed below:

- On KLZ Sharepoint where it is accessible to all SWF Staff
- On the shared network drive, accessible to FLT members only
- On the school website(s) where applicable

A hardcopy of this document is kept in the FLT Offices at Rose Street and West Minster Primary Schools.

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

## Contents

Key Contact Personnel In Schools .....	5
Designated Safeguarding Lead Federation: .....	5
Designated Safeguarding Leads Rose Street: .....	5
Designated Safeguarding Leads West Minster: .....	5
Named Safeguarding Governor: .....	5
What to do if you have a welfare concern .....	6
Introduction and Ethos .....	7
Context .....	7
Definition of safeguarding .....	8
Related Safeguarding Policies .....	9
Key Responsibilities .....	9
Designated Safeguarding Lead (DSL) .....	9
Role of the DSL .....	10
Members of staff .....	10
Children and young people .....	11
Parents and Carers .....	11
Recognition and Categories of Abuse .....	11
Safeguarding and Child Protection Procedures .....	12
Record Keeping .....	13
Multi-Agency Working .....	14
Confidentiality and Information Sharing .....	14
Complaints .....	14
Staff Induction, Awareness and Training .....	14
Safe Working Practice .....	15
Staff Supervision and Support .....	15
Safer Recruitment .....	16
Allegations Against Members of Staff and Volunteers .....	16
Peer on Peer Abuse .....	17
Safeguarding Children with Special Educational Needs and Disabilities .....	17
Online Safety .....	18
Curriculum and Staying Safe .....	18
The Use of School Premises by Other Organisations .....	19
Security .....	19
Monitoring and Review .....	19
Local Support .....	20
Appendix 1: Categories of Abuse .....	21
Abuse: .....	21
Sexual abuse .....	21

*“Dreams Come True With A Positive View”*

Physical abuse.....22  
Emotional abuse .....22  
Neglect.....23  
Appendix 2: Keeping Yourself Safe When Responding to Disclosures (the 6 R's – what to do if...) .....24  
Appendix 3: National Support Organisations .....25

DRAFT

## Key Contact Personnel In Schools

### Designated Safeguarding Lead Federation:

- Nigel Cates, Deputy Head

### Designated Safeguarding Leads Rose Street:

- Amanda Moore, FLO
- Samantha Mackay, Deputy Head
- Hazel Brewer, Head of School

### Designated Safeguarding Leads West Minster:

- Claire Carter, Well Being Manager
- Tina Ovenden, Deputy Head
- Hazel Brewer, Head of School

### Named Safeguarding Governor:

- Kenny Mackness

DRAFT

## What to do if you have a welfare concern

### Why are you concerned?

- For example
  - Disclosure
  - Child's appearance
  - Behaviour change
  - Witnessed concerning behaviour

### Immediately record your concerns

- Follow the school's procedure:
  - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Reassure the child
  - Complete **MY CONCERN\*\*** online or fill in Green form immediately
  - Use child's own words whenever possible

### Inform the Designated Safeguarding Lead

Consider: is the child is at immediate risk of harm e.g. unsafe to go home?  
If so, then the DSL must be informed immediately.

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access KSCB Support Level Guidance document and procedures: [www.kscb.org.uk](http://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 Advisor Local Authority Social Worker at Central

### If you are unhappy with the response

#### Staff:

- Seek advice from the Kent Education Safeguarding Team.

#### Pupils and Parents:

- Follow school complaints procedures (see school websites)

### Record decision making and action taken on MY CONCERN

### Monitor

Be clear about:

- What you will monitor e.g. behaviour trends, appearance etc.
- How long you will monitor
- If/who to feedback to and how you will record

### Review and Re-refer (if necessary)

At all stages the child's circumstances will be kept under review  
The DSL/Staff will re-refer if required to ensure the **child's safety** is **paramount**

*"Dreams Come True With A Positive View"*

## Introduction and Ethos

Sheerness West Federation 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. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We recognise the importance of providing an ethos and environment within our schools' 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. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our core safeguarding principles are:

- It is a whole Federation responsibility to safeguard and promote the welfare of children as its paramount concern
- 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 staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.

There are four main elements to our safeguarding 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 and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

## 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 **2018** (KCSIE)
- Working Together to Safeguard Children **2018** (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Safeguarding Children Procedures (Online, 2016)
- OFSTED guidance 'Inspecting safeguarding in early years education and skills' (**2018**)
- Early Years and Foundation Stage Framework (2017)

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.

## 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.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).

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 Leads / Executive 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.

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

- Bullying (including cyberbullying)
- Children missing education (CME)
- Children with family members in prison
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women or girls
- Hate
- Honour based violence
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online Safety
- Peer on Peer abuse
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children
- Youth Produced Sexual Imagery or “Sexting”

(Also see Annex A within ‘Keeping Children Safe in Education’ 2018).

All staff at Sheerness West Federation recognise 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.

## Related Safeguarding Policies

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 and information as listed below. (To be read and followed alongside this document). **This list is not exhaustive and may be added to.**

- Sex and relationship Education
- Health and Safety
- Attendance (Children Missing Education)
- Risk Assessments (e.g. school trips, use of technology)
- Medical, First Aid and Accidents
- Managing Allegations Against Staff
- Code of Conduct for Staff (including Acceptable Use of Technology/AUP)
- Safer Recruitment
- Whistleblowing
- Behaviour Management, linked to the Use of Physical Intervention
- Anti-bullying
- Online (e) safety
- Image use

**While this policy is in place and until further reviewed, DSLs will monitor and disseminate any new and updated guidance.**

## Key Responsibilities

The governing body have read and will follow KCSIE 2018.

The Federation has a nominated governor for safeguarding. The nominated governor will take the lead role in ensuring that the Federation 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 **and when required.**

The Governing Body, Executive Headteacher and Leadership Team will ensure that the DSLs are properly supported in this role.

## Designated Safeguarding Lead (DSL)

**The Federation has an appointed member of the leadership team 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 across the Federation.**

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

## **Role of the DSL**

**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
- Coordinate safeguarding action for individual children
- In the case of Children in Care (CiC) the DSL will have details of the child's social worker and the name of the relevant Virtual School Head in the authority that looks after the child (with the DSL liaising with the designated teacher for CiC if not the same person)
- Liaise with other agencies and professionals in line with Working together to safeguard children
- Ensure that locally established referral 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 role in any multi-agency plan for the 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 (2018)

## **Members of staff**

**All members of staff have a responsibility to:**

- provide a safe environment in which children can learn
- be prepared to identify children who may benefit from early support
- consider wider environmental factors in a child's life that may be a threat to their safety and /or welfare
- understand the early support process and their role in it
- understand the Federation child protection (safeguarding) policies and systems
- 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

## Children and young people

### Children and young people (pupils) have a responsibility to:

- 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
- Contribute to the development of school safeguarding and associated policies

## Parents and Carers

### Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures that relate to safeguarding
- Talk to their children about safeguarding issues and support the school in its safeguarding procedures
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help from school or other agencies
- Contribute to the development of the schools safeguarding policies
- Parents can obtain a copy of the school Child Protection (safeguarding) Policy and other related policies on request and can view them via the school websites:

<http://www.west-minster.kent.sch.uk/>

<http://www.rose-street.kent.sch.uk/>

## Recognition and Categories of Abuse

All staff 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

Members of staff are made aware that that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

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.

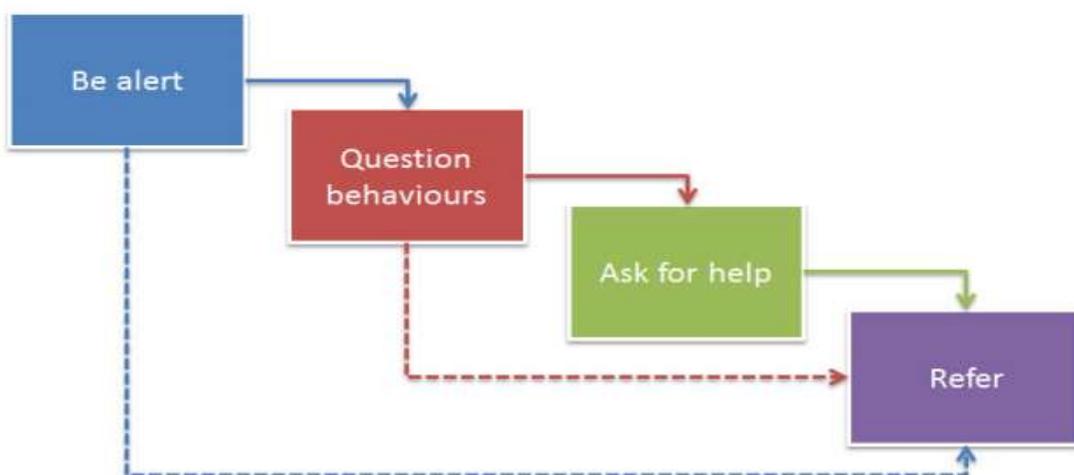
Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or other concerning parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

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.

## Safeguarding and Child Protection Procedures

Sheerness West Federation of West Minster Primary and Rose Street School 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](http://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 Work Services 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 and guidance from Area 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 services. Where a child is being offered or receiving early support, staff will be supported to understand their role in any early 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 request 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 members of staff are aware of the process for making 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 felt for a child or young person at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, referral to SCS being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KCSB, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

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 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, they will then 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 that 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.

## Record Keeping

Staff will record any safeguarding /welfare concern that they have about a child onto **MY CONCERN\*\*** or a **hard copy** safeguarding concern (green) form (with a body map where injuries have been observed) and pass them without delay to the DSL. The concern will be recorded as soon as possible after the incident/event, using the child's words. All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded within **MY CONCERN**. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.

**If, for any reason, MY CONCERN cannot be accessed, hard copy concern (green) forms are kept in classrooms, staffroom and SLT offices within safeguarding folders.**

Safeguarding records are kept for individual children and separate from all other records relating to the child in school. Safeguarding records are kept in accordance with data protection regulations and are retained centrally and securely within **MY CONCERN** or in locked cabinets by the DSLs. Safeguarding records are shared with staff on a 'need to know' basis only.

The Executive Head teacher will be kept informed of any significant issues by the DSL.

All safeguarding records will be transferred in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover, or by secure electronic transfer to a setting using **MY CONCERN**, to the new DSL or Headteacher and a receipt of delivery will be obtained.

## Multi-Agency Working

Sheerness West Federation of West Minster Primary and Rose Street School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018)

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Sheerness West Federation 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 Federation Leadership Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## Confidentiality and Information Sharing

Sheerness West Federation recognises that all matters relating to child protection are confidential. The Executive Headteacher or DSLs 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 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 well-being.

DfE Guidance on Information Sharing (July 2018) provides further detail.

## Complaints

The school has a **Complaints Procedure** available to parents, pupils and members of staff who wish to report concerns. This can be found on the school web sites or is available from the school offices.

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**.

## Staff Induction, Awareness and Training

All members of staff have been given access to a copy of part one of the *“Keeping Children Safe in Education”* (2018) which covers Safeguarding information for all staff. 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 2018. Members of staff have signed to confirm that they have read and understood Part One and Annex A. ***(This information is kept as a single central record by the HR Manager in the admin building at West Minster).***

*“Dreams Come True With A Positive View”*

The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the Federation's internal safeguarding processes.

All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.

All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.

All staff members (including temporary staff) will be made aware of the schools expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy.

The DSL and Executive Head teacher will provide an annual report to the governing Body detailing safeguarding training undertaken by all staff and will retain an up to date register of who has been trained.

Although the school has a nominated lead for the governing body (Mr. Ken Mackness), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## Safe Working Practice

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Staff should be aware of the Federation Behaviour Policy and Use of Reasonable Force advice, and any physical interventions must be in line with agreed policy and procedures.

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 adhere to the Federation's online safety and acceptable Use Policies

## Staff Supervision and Support

Any member of staff affected as a result of raising a safeguarding concern can seek support from the DSL.

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
- All staff will be supported by the DSLs in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

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.

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.

## Safer Recruitment

Sheerness West Federation is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff

The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

The Governing Body is responsible for ensuring that the Federation maintains an accurate Single Central Record (SCR) in line with statutory guidance

The Governing Body will ensure that at least one of the persons who conducts an interview has completed Safer Recruitment Training.

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

## Allegations Against Members of Staff and Volunteers

Sheerness West Federation 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 Executive Head Teacher or Deputy 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 Executive Head teacher then staff are advised that allegations should be reported 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. 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](mailto:help@nspcc.org.uk)

The Sheerness West Federation 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 whether to bar the person. If these circumstances arise in relation to a member of staff at the federation, a referral will be made as soon as possible after

*“Dreams Come True With A Positive View”*

the resignation, or removal of the individual in accordance with advice from the LADO and /or Schools Personnel Service.

### **When in doubt – consult**

## **Peer on Peer Abuse**

All members of staff at the **Sheerness West Federation** recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour 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.

**The Federation** 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 7, above and in accordance with Kent Safeguarding Children Board procedures.

Further information about the schools response to specific allegations of abuse against pupils can be located in **behaviour, anti-bullying, online safety policies 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 the school Online Safety Policy.**

**The Federation** is aware of and will follow the KSCB procedures ([www.kscb.org.uk](http://www.kscb.org.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

## **Safeguarding Children with Special Educational Needs and Disabilities**

**Sheerness West Federation** 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.

**Sheerness West Federation** 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.

## Online Safety

It is recognised by [Sheerness West Federation](#) that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

The DSLs have overall responsibility for online safeguarding within the school.

[Sheerness West Federation](#) identifies that the issues 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 DSLs and leadership team have read annex C regarding Online Safety within 'Keeping children safe in education' 2018.

Sheerness West Federation recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSI 2018 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches can be found in the Federation's Online Safety and Acceptable Use Policies and the Use of Images information.

Sheerness West Federation will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

Sheerness West Federation acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our approach to online safety. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

Sheerness West Federation 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.

## 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.

Our curriculum provides 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 that of others. Online safety is integrated into the curriculum.

Our school systems, both within and outside of the classroom, support children to talk to a range of staff. Children at Sheerness West Federation will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

## The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Executive Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved then an application to use premises will be refused.

## 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.

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 visitors 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.

## Monitoring and Review

All Federation staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.

This policy has been reviewed in September 2018 to reflect new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

The policy forms part of our school development plan and will be reviewed annually.

## Local Support

All members of staff in the Federation are made aware of local support available:

- **Contact details for Area Safeguarding Advisor (Education Safeguarding Team)**
  - 03000 418503
  - (Admin) 03000 413115
  - [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)
- **Contact details for Online Safety (Education Safeguarding Team)**
  - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
  - Ashley Assiter, e-Safety Development Officer
  - 03000 415797
  - [esafetyofficer@kent.gov.uk](mailto:esafetyofficer@kent.gov.uk) (non-urgent issues only)
- **Contact details for the LADO Team**
  - Telephone: 03000 410888
  - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
- **Children's Social Work Services (Front Door)**
  - Central Duty Team: 03000 411111
  - Out of Hours Number: 03000 419191
  - [www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door](http://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door)
- **Kent Police**
  - 101 (or 999 if there is an immediate risk of harm)
- **Kent Safeguarding Children Board (KSCB)**
  - [kscb@kent.gov.uk](mailto:kscb@kent.gov.uk)
  - 03000 421126
- **Early Help Services (Swale)**
  - [EarlyHelpSwale@kent.gov.uk](mailto:EarlyHelpSwale@kent.gov.uk)
  - 03000 421162

## Appendix 1: 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' 2016 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 behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Signs that MAY INDICATE neglect.**

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

## Appendix 2: 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](http://www.kscb.org.uk)

### 6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

*“Dreams Come True With A Positive View”*

## Appendix 3: National Support Organisations

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://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](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

*“Dreams Come True With A Positive View”*

## Online Safety

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentsinfo.org](http://www.parentsinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

## Radicalisation and hate

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

DRAFT

***“Dreams Come True With A Positive View”***