



SAFEGUARDING AND CHILD PROTECTION POLICY for Northdown Primary School

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As a school we recognise that safeguarding priorities may change over time, given the context of our children and the local community.

For the academic year 2021-22, we have identified that the key priorities will include:

- Peer-on-Peer Abuse
- Domestic Abuse
- Mental Health
- Staying Safe Online

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SECTION 1: Introduction

The purpose of this policy is to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children² and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

Wherever the word “staff” is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children.

Wherever “child/ children” is used, it includes everyone under the age of 18.

The Governing Body takes seriously its responsibility to safeguard and promote the welfare of children in its care; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support children who are, or who may be, suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm, and that the child’s welfare is our paramount concern.

As part of TKAT, this school and its staff, endeavour at all times to provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We recognise that all children, irrespective of age, disability, gender reassignment, marital or civil partnership status, pregnancy and maternity, race, religion or belief, sex or sexual orientation are entitled to equal rights of protection.

All responsible adults, as above, have a part to play and it is essential that **everybody** working in our school understands their safeguarding responsibilities. It is important that staff members working with children maintain an attitude of ‘it could happen to a child we [Safeguarding and Child Protection Policy 2021 - 2022](#)

know' and are confident in how to pass on concerns. All members of staff, working in our school, are expected to read Part One and Annex B of KCSiE (2021).

Safeguarding and promoting the welfare of children is defined in KCSiE (2021) as:

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

We recognise that the school plays a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The whole school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include opportunities across the curriculum which equip children with the skills they need to stay safe from harm and to know how to keep themselves safe.

This school will:

- Support the child's development in ways that will foster security, confidence and independence.
- Provide an environment in which children and young people feel safe, secure, valued and respected, and are confident about approaching adults when they are worried about anything.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- Emphasise the need for good levels of communication between all members of staff and between the school and other agencies.
- Have a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse. This procedure will be regularly reviewed.
- Develop and promote effective working relationships with other agencies, especially the Police and Children's Services.
- Ensure that all adults within our school have been recruited and checked as to their suitability in accordance with Part Three of KCSiE (DfE 2021).

This Safeguarding and Child Protection policy should be read in conjunction with other policies as listed below:

- Behaviour Management, linked to the Use of Physical Intervention
- Online Safety and Social Media
- Anti-Bullying
- Data Protection and Information Sharing
- Sex & Relationship Education
- Personal and Intimate Care
- Health and Safety
- Attendance
- First Aid and Accidents
- Managing Allegations Against Staff
- Staff Code of Conduct (including Acceptable Use of Technology)

SECTION 2: Statutory Framework

The school will act in accordance with the following government legislation and guidance:

- [Keeping children safe in education 2021](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2021](#)
- The Equality Act 2010
- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- The Education (Child Information) (England) Regulations 2005
- [Working Together to Safeguard Children 2018](#) (updated 2020)
- General Data Protection Regulations (GDPR) (2018)
- What to do if a child is being abused. [Stat guidance template](#)

County guidelines – <https://www.kscmp.org.uk/procedures>

SECTION 3: Responsibilities

3.1 All staff responsibilities:

- All staff should maintain an attitude of “It could happen here” where safeguarding is concerned.
- Staff should always act in the best interests of the child.

- All staff should be aware of the systems within the school which support safeguarding and these will be explained as part of staff induction.
This includes:
The Safeguarding and Child Protection Policy
The Policy and Procedures for dealing with peer on peer abuse
The school Behaviour Policy
How to respond if children are missing from education
The role of the Designated Safeguarding Lead
- Our School is aware of and follows the Kent and Medway safeguarding children procedures and strategies
- All staff should be aware of the importance of Early Help and the process for this as well as how to refer to children's social care. Staff may be asked to contribute to any referrals and assessments as appropriate.
- Staff should be alert to signs of abuse and know to report any concerns or suspicions to the school's DSL. All staff must maintain an appropriate level of confidentiality and make sure that information is shared appropriately.
- All staff should reassure children that they are being taken seriously and will be supported and kept safe. They will never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- Staff should be particularly alert to the potential need for early help for a child who;
 - Is disabled, has certain health conditions and has specific additional needs
 - has Special Educational Needs(whether or not they have an Education, Health and Care Plan)
 - has a mental health need
 - Is a young carer
 - Shows signs of being drawn to anti-social or criminal behaviour including gang involvement, association with organised crime groups or county lines
 - Is frequently missing / goes missing from care or home
 - Is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - Is at risk of being radicalised or exploited
 - has a family member in prison or is affected by parental offending
 - Is in a family that presents challenges such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is a privately fostered child
 - Is at risk of 'honour-based' abuse such as Female Genital Mutilation (FGM) or Forced Marriage
 - Is persistently absent from education, including for parts of the school day
- All staff should be aware that safeguarding incidents can be associated with factors outside the school. Staff should consider whether children are at risk of exploitation or abuse in situations outside their family. Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation and serious youth violence.

- All staff should be aware of the procedures to be followed if a child harms another child or a member of staff is accused of abuse, or suspected of abuse.
- All staff should be aware that technology features in many safeguarding and welfare issues and as well as being at risk of online abuse, children can also abuse their peers through online contact.
- All staff are provided with regular safeguarding training in line with advice from the LSCP (Annually). This should include annual, whole staff training as well as annual training on online safety, FGM and Prevent.
- Those authorised by the school to work with children on school premises should enter into a formal commitment to comply with the school's child safeguarding responsibilities. Community users organising activities for children will be made aware of the school's child protection guidelines and procedures and will confirm in writing their commitment to abide by them. This is outlined in the school's lettings policy.
- All staff are required to wear their staff ID, at all times, where it is clearly visible.
- All staff working in our school are expected to inform the Headteacher or DSL immediately where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. Failure to do so may result in disciplinary action being taken.

Training for All Staff

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

- All staff will receive safeguarding and child protection training at induction, including online safety. This must include clear guidance on how to report concerns and who the DSLs are.
- All staff will receive regular training and updates through emails, newsletters and staff meetings, throughout the year. In addition, all staff will participate in whole staff training, every September delivered by the Headteacher and/or Lead DSL.
- The school must keep a central register of all training delivered to staff, relating to safeguarding and child protection. This should include the whole school training in September as well as any other training and updates.
- Any staff who join the school mid-year should receive relevant training within 5 working days of their start date. This will form part of their induction pack along with relevant safeguarding policies and local content. New staff will also be trained on how to record and report any safeguarding/wellbeing concerns.
- The Lead DSL will ensure that all staff & Governors are sent the TKAT safeguarding Newsletter, as well as any other relevant information.
- Safeguarding posters and other information will be placed around the school which supports and backs up their knowledge.
- *All members of staff will be provided with a copy of Part One of "Keeping Children Safe in Education" (2021) which covers Safeguarding information for all staff and Annex B. School leaders will read the entire document. Members of staff must have signed to confirm that they have read and understood Part One and Annex B. This is kept with the DSL and on the Single Central Record.*

- All members of staff on the leadership scale must read the entire document - *'Keeping Children Safe in Education' 2021*. **The school should have a signed acknowledgement from these senior staff members to show that this has occurred.**
- 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.

3.2 DSL Responsibilities (see also Section 4A)

The school's Designated Safeguarding Leads (DSL) for Child Protection (referred to in 'Keeping Children Safe in Education (DFE, 2021) as 'Designated Safeguarding Lead') has responsibility for coordinating action within the school and liaising with other agencies (see Section 4 for further details).

3.3 Responsibilities of the Governing Body:

The Governing body (trustees and proprietors) must ensure that they comply with their duties under legislation and ensure that the policies, procedures and training in this school are effective and comply with the law at all times.

The nominated Governor for Safeguarding in this school is:

Name: Mr Roger Silk

The responsibilities of the governing body include ensuring:

- an update on safeguarding in the school is included as part of every Governing Body meeting
- a whole school approach to safeguarding and child protection underpins all relevant aspects of process and policy.
- where there is a concern, that the child's wishes and feelings are taken into account
- an effective safeguarding and child protection policy is in place and reviewed annually, together with a staff Code of Conduct and that these are provided to all staff, including temporary staff and volunteers, on induction and that staff are kept up to date with changes.
- the school contributes to inter-agency working and early help when additional needs of children are identified.
- the school appoints a Designated Safeguarding Lead (DSL) who undergoes refresher training every two years.
- the school has a culture of safer recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part Three: Safer Recruitment. Keeping Children Safe in Education September 2021)
- that at least one member of any appointing panel has attended safer recruitment training.
- the school keeps an up to date single central record (SCR), in line with the Trust's recommendations, of all staff and volunteers including the dates of all appropriate safeguarding checks.

- there are procedures in place to manage allegations against staff including supply staff, volunteers and contractors).
- that the child protection policy is available to parents on request.
- this policy and practice complements other policies e.g. anti-bullying (including cyber bullying) and health and safety.
- Although the school has a named Governor for Safeguarding, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

In addition, the Governing Body will:

- Monitor the adequacy of resources committed to child protection, and the staff and governor training profile.
- Recognise that neither it, nor individual governors, have a role in pursuing or managing the processes associated with individual cases of child protection, nor a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff
- prioritise the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- being aware of the opportunities for children to be taught about safeguarding, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Section 4: The Role and responsibilities of the Designated Safeguarding Lead (DSL)

The Lead DSL has lead responsibility for safeguarding in our school and is supported by Deputy DSLs.

The Designated Safeguarding Lead for Child Protection in this school is:

NAME: **Miss Roxxi West**

A Deputy DSL should be appointed to act in the absence/unavailability of the DSL.

The Deputy Designated Safeguarding Lead for Child Protection in this school is:

NAME: **Mrs Sally Potter**

NAME: **Mrs Clare Williams**

The role of the DSL is outlined in Annex C of KCSiE (2021) and DSLs should refer to this.

The broad areas of responsibility for the Designated Safeguarding Lead are:

Availability

- For the Lead DSL or their Deputies to always be available during school hours, to discuss safeguarding concerns, offer or seek advice or make referrals for individual children. In some circumstances they may be contactable by phone.
- For out of school hours e.g. social trips, residential visits, clubs, an assigned DSL will be available to discuss safeguarding concerns. They will be contactable by phone.

Manage Referrals

[Safeguarding and Child Protection Policy 2021 - 2022](#)

- To refer all cases of suspected abuse to Kent Social Care and Health Team <https://www.kent.gov.uk/social-care-and-health/care-and-support> which then may also be referred to the Police
- To send a written record of the referral to the Children's Services Portal by the end of the working day the referral is made.

Information sharing and managing the child protection file

- Be able to keep detailed and accurate records of concerns about a child, with a chronology, even if there is no need to make an immediate referral, (the 'child protection file')
- Ensure that all records are kept confidentially and securely and are separate from the child's other records. If these are stored electronically, they are protected from the child's other files, and accessible only by the headteacher and DSL.
- Ensure that an indication of further record-keeping is marked on the child's other records.
- Ensure safeguarding and/or child protection files are sent securely (in line with GDPR requirements), when a child leaves to attend a new school or college, as soon as attendance is confirmed (within five working days of notification) and separately from the main child file. A chronology of the file should be retained by the school. A receipt should be sent with the paper file for the receiving school to sign and return. In addition the DSL should arrange to share information with the DSL from the receiving school and ensure appropriate support will be available when the child arrives.

Working with others

- Liaise with the headteacher to inform them of issues, especially new issues, or on-going child protection investigation enquiries and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safeguarding.
- Liaise with relevant agencies, including when deciding whether to make a referral.
- Ensure that either they or another staff member attend and contribute at Child Protection Conferences, core groups or other multi-agency planning meetings, contribute to assessments, and provide a report which will have been shared with the parents in advance. (In some circumstances it may not be appropriate to share the report with parents. If the DSL is uncertain on this point advice can be obtained from the allocated social care team).
- Work with any relevant agencies to safeguard children including the local Safeguarding Partners, in line with Working Together to Safeguard Children.
- This document will help DSLs understand when they should consider calling the police and what to expect, when they do.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

- Ensure that any child who is subject to a child protection plan and who is absent without explanation for one day or more is referred to their key worker's Social Care Team. In some cases any absence may be a cause for concern and warrant immediate reporting.

Raising awareness

[Safeguarding and Child Protection Policy 2021 - 2022](#)

- Ensure all staff are provided with regular safeguarding training in line with advice from the Trust as well as from the LSCP (Annually). This should include annual, whole staff training as well as training on online safety, FGM and Prevent.
- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.
- Ensure that **all school staff (including those inducted mid-year) have received, read and understood Part 1 of Keeping Children Safe in Education 2021.**
- Ensure the school's Safeguarding and Child Protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly, and undertake work with the governing body regarding this.
- Ensure the current Safeguarding and Child Protection policy is available publicly
- Ensure parents are aware that referrals about suspected abuse or neglect may be made and the role the school plays in this.

Training, knowledge and skills

- All DSLs will undertake initial Designated Safeguarding Lead training when they first take up the role and subsequent refresher courses every two years.
- In addition to formal training, their knowledge and skills should be refreshed at regular intervals and at least annually, including attending any events organised by the LSCP, as appropriate.
- They will undertake online safety training annually as well as FGM and PREVENT awareness training,

SECTION 5: The Designated Teacher for Looked After Children

In our school the Designated Teacher for Looked After Children (Virtual Schools) is:

NAME: **Miss Roxxi West**

They have responsibility for promoting the educational achievement of children who have been placed into care or have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Along with the DSL, they will ensure that the appropriate staff have the information they need in relation to the child including their legal status and contact arrangements with their birth parents. They will also have details of the child's social worker and the name of the Virtual School Headteacher and contact details.

The Designated Teacher will work with the Virtual School head to promote the educational achievement of previously looked after children. They are responsible for ensuring that termly Personal Education Plan (PEP) meetings are held and funding is used to meet the needs identified in this plan.

SECTION 6: Procedures

Our school adheres to the Kent County Council's Safeguarding Children Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found on the KCC website <https://www.kent.gov.uk/education-and-children/protecting-children>

If staff have any concerns or worries about a child they must inform the DSL, or deputy DSL IMMEDIATELY, by completing a green form using the CPOMS and alerting the Safeguarding Team. If the concern or worries relate to physical harm or the form is completed outside of school hours, a member of the Safeguarding Team must also be informed in person.

This applies to all safeguarding concerns including Radicalisation and Extremism, Sexual Exploitation, Female Genital Mutilation and Forced Marriages. In the rare event of none of the school safeguarding team or SLT being available, staff should contact the TKAT Senior Safeguarding Leads (email addresses at the front of this Policy).

The member of staff must record information IMMEDIATELY by completing a green form CPOMS alert. This must be a clear, precise, factual account and must include the date and time. Staff should ensure their name and role is recorded. Do not add comments or opinions, although observations about a child's demeanour or emotional state may be recorded. Staff should be aware this may be used as evidence in court. Where there are concerns about bruising or other body marks, it should be recorded on a body map and included with the report.

If CPOMS is unavailable or is inaccessible, staff must collect and complete a physical green form from the reception desk and then hand it directly to a DSL.

Staff should not assume that someone else has taken action and reported a concern. They should pass on concerns at the earliest stage and opportunity to ensure early help and support can be provided.

Concerns about sharing information (e.g under Data Protection Act and GDPR) must not be allowed to stand in the way of reporting concerns. If in any doubt, speak to a DSL for advice.

The Designated Safeguarding Lead will decide how best to manage the concern. Options include:

- managing any support for the child internally using the school's own resources
- contacting the local Multi-Agency Safeguarding Hub known as Kent Safeguarding Multi-Agency Partnership
- undertaking an early help assessment
- referring to another agency
- referring to statutory services if it is felt that the child might be in need, is in need or suffering or likely to suffer harm

If it is decided to make a referral, this will be discussed with the parents, unless to do so would place the child at further risk of harm. In this case and when appropriate advice will be sought from other safeguarding professionals (LADO) and parents /carers will be made

aware of the concerns for their child at the earliest possible stage. This communication will be made by a DSL or a specific staff member nominated by the senior Leadership team.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan.

If a child who is/or has been the subject of a Child Protection plan changes school the DSL will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file. A receipt of this transfer should be sent with the file, signed by the receiving school and returned to the former school to be filed.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect child welfare. If necessary, training will be arranged.

6.1 Whistle blowing

Staff have a duty to refer safeguarding concerns to the DSL. However if the member of staff feels their concerns have not been taken seriously they should speak to the headteacher. Alternatively, the NSPCC has a Whistleblowing Advice Line and details can be found [here](#).

TKAT has a whistleblowing policy. This enables any member of staff to make complaints about conduct within the school, to a person outside the school, on a confidential basis and without fear that their confidentiality will be breached. Where the circumstances are such that a member of staff believes that a complaint can only safely be made to a person outside the school, then reference should be made in line with the procedures laid out in the TKAT Whistleblowing Policy.

If a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: [GOV.UK Whistleblowing for employees](#)
- The NSPCC's [What You Can Do To Report Abuse](#) – dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled. Staff can call 0800 028 0285 and email help@nspcc.org.uk

If at any point there is a risk of immediate serious harm to a child, a referral should be made to Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

6.2 Professional Escalation

If the DSL feels that action to safeguard the child is not taken by professionals and the child is considered to be at continuing risk of harm they should discuss this with the Headteacher and contact a manager for the relevant external agency or use the agency escalation policy.

6.3 FGM - Female Genital Mutilation

A statutory duty is placed upon teachers and health care professionals to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report cases will face disciplinary sanctions. Teachers or staff should **never** examine pupils and should seek support from the DSL as to the procedures for reporting this information.

6.4 Multi-agency working

The school has a key role in multi-agency safeguarding arrangements. The Local Safeguarding Children Partnership group is made up of representatives from the local authority, the local clinical commissioning group and the chief officer of police for the area. The School Leadership Team and DSLs should make themselves aware of the local arrangements.

Early Help

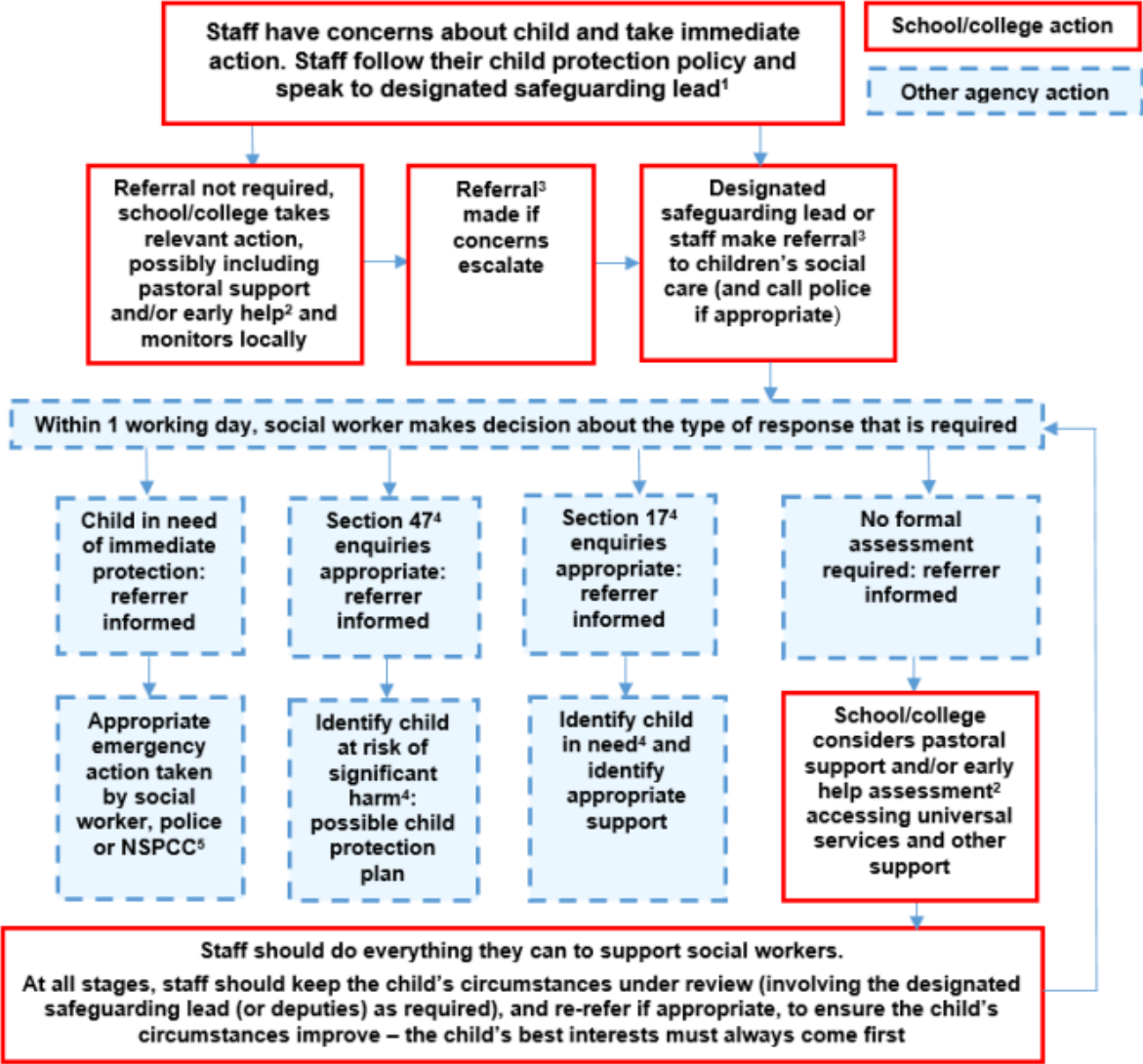
The Lead DSL for the school will coordinate liaison with other agencies and the completion of referrals and reports to support this. Other staff may be asked to be involved, particularly at the early help stage. Any cases open to early help should be kept under constant review and consideration given to a referral to children's social care, for assessment, if the child's situation does not appear to be improving, or is getting worse.

Childrens' Social Care

The Lead DSL will make a referral to children's social care where a child is suffering, or likely to suffer harm. Where appropriate a referral may also be made to the Police.

- Any referral must contain as much information as possible as part of the process, including all contextual information.
- KCSiE (2021) states that within one working day of a referral being made, a local authority social worker should acknowledge the receipt of the referral and make a decision about the next steps and type of response.
- The referrer should follow this up if it is not forthcoming.
- If an assessment is undertaken, school staff should do everything they can to support that assessment.

Actions where there are concerns about a child



- If after a referral, the child’s situation does not appear to be improving, or they are concerned about the response from the local authority, the referrer should consider following the local escalation procedures to ensure their concerns have been addressed and most importantly, the child’s situation improves. One of the TKAT Safeguarding Leads should be informed when this is the case and the escalation procedures are being used. (The TKAT contact details are on the front page of this policy.)

SECTION 7: When to be concerned

All staff and volunteers should be aware of the main 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. Children may be abused in a family, in an institution or community setting, by an adult / adults or another child or children. The abuse can be in person, online or through the use of technology.

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.

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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by adult males and females. Sexual abuse of children, by children is a specific safeguarding issue, known as Peer on Peer Abuse and all staff should be aware of the school's procedures for dealing with this.

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.

For further details of these categories please see the TKAT Safeguarding Toolkit.

7.1 Other aspects of risk requiring special attention

All school staff should be aware of safeguarding issues that place children at risk of harm.

Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, can be signs that children are at risk. Consensual image sharing, especially between older children of the same age might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. Staff should ensure they understand the range of risks and issues and act accordingly where there is concern. Other safeguarding issues to be aware of include:

- o Child Sexual Exploitation (CSE)
- o Child Criminal Exploitation (CCE)
- o Peer on Peer abuse (child on child)
- o Bullying including cyberbullying
- o Domestic Abuse
- o Drugs and alcohol misuse
- o Fabricated or Induced Illness
- o Faith Abuse
- o Female Genital Mutilation (FGM)
- o Forced Marriage
- o Serious Violence, gangs and youth violence
- o Gender-based violence/violence against women and girls (VAWG)
- o Honour-based Abuse
- o Mental Health
- o Private Fostering
- o Radicalisation
- o Sexting / sharing images
- o Teenage relationship abuse
- o Trafficking
- o Self-harm

See Keeping Children Safe in Education (2021) for more detail

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf

7.2 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, school staff are well placed to observe children day-to-day and identify those, whose behaviour suggests they may be experiencing a mental health problem, or are at risk of developing one.

Where children have experienced childhood trauma, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff should be aware of how these experiences can affect mental health, behaviour and education. If staff have a concern about a child's mental health, this should be discussed with the Inclusion Team as well as alerting the DSL, using the normal procedures. The school will have clear systems and processes in place for identifying possible mental health problems, including the route to escalate and refer.

Further advice and support is available here [GOV UK- Mental health and behaviour in schools](#)

7.3 Children who have a Social Worker

Staff should be aware of pupils in their class who have a social worker due to safeguarding or welfare needs. This information should inform decisions such as responding to absence or episodes of going missing from home or education, the provision of academic or pastoral support, alongside action by other services. This includes children with Child in Need and Child Protection Plans. The DSL can make decisions in the best interests of the child, such as providing pastoral support. They should share information, such as attendance concerns, with the social worker.

7.4 Children missing from education

Staff should alert the DSL to the absence of any child which causes concern. In particular, in relation to a child on a Child Protection plan or a Child in Need, so checks can be made, and this information can be shared with their social worker or other key worker.

7.5 Elective Home Education

The school has a procedure to follow once a parent expresses their intention to remove a child from school with a view to educating them at home. Staff must make the headteacher aware of this information as soon as they are aware, so the procedures for reporting to the Local Authority and TKAT can take place.

7.6 Looked After Children and previously looked after

Teachers should be aware of pupils in their class who are Looked After or have been previously looked after and liaise with the Designated Teacher for Looked After Children and DSL, to ensure they are safeguarded and to promote their educational achievement.

Section 8: Peer on Peer Abuse (child on child)

Staff should also refer to [Sexual violence and sexual harassment between children in schools and colleges](#)

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

All staff should be aware that children can abuse other children, often referred to as peer on peer abuse. It can happen in school, outside of school and online. Staff must know the signs and how to recognise peer on peer abuse. Staff must be clear about the school's policy and procedures with regards to peer on peer abuse. They should know the important role they have to play in preventing it and how to respond when they believe a child may be at risk or has experienced it. Staff should understand that even if there are no reports in school, it doesn't mean it is not happening. We should maintain an attitude of 'it could happen here'.

If staff have any concerns that any form of peer on peer abuse may be taking place, they must speak to the DSL.

When allegations of peer on peer abuse are raised it is possible that some of the following features will be found. The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this behaviour
- indicates that young people outside the school may be affected by this pupil

All staff are expected to challenge inappropriate behaviours between peers, many of which are abusive in nature. Behaviours must not be ignored or downplayed, for example dismissing sexual harassment as 'just banter', 'part of growing up' or 'boys being boys'. Doing so can create an unsafe culture and environment that normalises abuse, meaning that children accept it as normal and do not come forward to report it. Addressing inappropriate behaviour can help prevent it becoming problematic, abusive and/or violent in the future.

Peer on Peer Abuse is most likely to include, but not limited to:

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying)
- **abuse in intimate personal relationships between peers**
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- **sexual violence** such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **sexual harassment** such as sexual comments, remarks, jokes and online harassment (standalone or part of a pattern)
- **causing someone to engage in sexual activity without consent** (e.g. forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party)
- **consensual and non-consensual sharing of nudes and semi nude images and or videos** (also known as sexting or youth produced sexual imagery)
- **initiation or hazing type violence and rituals** (including harassment, abuse or humiliation as a way of initiating a person into a group and may have an online element)
- **Upskirting**

8.1 Upskirting

The Voyeurism (Offences) Act came into force on 12 April 2019. Upskirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone, of any gender, can be a victim.

8.2 Responding to a report

Any report of peer on peer abuse, including sexual violence or sexual harassment must be taken seriously. The initial response is key in ensuring the child feels comfortable to report their concern. As outlined in Sec 444 of KCSiE 2021.

- any child reporting concerns must be reassured they will be taken seriously and be supported and kept safe
- they should never be made to feel they are creating a problem, made to feel ashamed or have their experience minimised
- it may be appropriate to have two members of staff present, preferably one being the DSL or a deputy
- when the report includes an online element, be aware of searching, screening and confiscation advice. The key consideration is for staff not to view or forward illegal images of a child. It may be more appropriate to confiscate any devices to preserve any evidence and hand them to police for inspection.
- do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (e.g the DSL and children's social care or police) to discuss next steps. The report must only be shared with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognise the child is likely to disclose to someone they trust in school. This person should recognise that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognise that an initial disclosure may only be the first incident reported, rather than the only incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;

- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listen carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed
- do not ask leading questions and only prompt the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- inform the DSL (or deputy), as soon as practically possible, if they are not involved in the initial report.

8.3 Risk Assessments

When there has been a report of sexual violence the DSL should make an immediate risk and needs assessment. In the case of sexual harassment, a risk assessment should be made on a case by case basis. This assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and put adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting the pupils and updating the risk assessment.

8.4 Action following a report of sexual violence and/or sexual harassment

School should be aware of, and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have

happened outside of school. The DSL is likely to have a complete safeguarding picture of the pupil and be the most appropriate person to advise on the initial response. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, this will need to be balanced with the school's duty and responsibilities to protect other children;
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexualised Behaviour has been displayed;
 - the ages of the children involved;
 - the developmental stages of the children involved;
 - any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
 - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
 - that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
 - are there ongoing risks to the victim, other children, students or school staff
 - other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out above.

8.5 Children sharing a classroom

Reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate.

These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s). For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and transport, should be considered immediately.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). Close liaison with the police is essential

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and consider the most appropriate way to manage potential contact on school premises and any transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, the school should record and be able to justify their decision making through the risk assessment.

8.6 Managing the report.

It is important that the school considers every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. Immediate consideration should be given to safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all other children at the school as appropriate. The risk assessment will help inform any decisions.

The school will look for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action to address this. Consideration should be given to whether there are wider cultural issues within school that enable the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. It is important that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt.

There are four likely scenarios for school to consider when managing any reports of sexual violence and/or sexual harassment. Whatever the response, it should be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment

and it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

The four scenarios are:

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or referral to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

2. Early help

- In line with 1 above, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help can be particularly useful to address non-violent Harmful Sexualised Behaviour and may prevent escalation of sexual violence. The DSL will know what the Early Help process is and how and where to access support.
- Multi-agency early help works best alongside strong school policies, preventative education and engagement with parents and carers.
- School may decide to manage internally and seek early help for both the victim and perpetrator(s).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, school should make a referral to children's social care.
- At the point of referral, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- children's social care will make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school DSL should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- School should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the DSL to work closely with children's social care (and other agencies as required) to ensure any actions the school takes does not jeopardise a statutory investigation.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by 109 the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSL should consider other support mechanisms such as early help, specialist support and pastoral support.

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the DSL is clear about the local process for referrals and follows that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- At this stage, the school will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school supports the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, the school will continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL to work closely with the police (and other agencies as required), to ensure any actions the school takes does not jeopardise the police investigation.
- If the school has any questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).

Considering bail conditions

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance. Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). This can mean they have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.
- Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise
- Particular regard should be given to: the additional stress and trauma that might be caused to a victim; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).

- Careful liaison with the police investigators should help to develop a balanced set of arrangements.
- There may be delays in any case that is being progressed through the criminal justice system. School should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school or college. The risk assessment will help inform any decision.

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in school, as well as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. It will be important that the school ensures both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).
- Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim.
- The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. School should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.
- Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.
- If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it, as per the behaviour policy.

8.7 Safeguarding and supporting the victim

- The needs and wishes of the victim should be paramount, taking safeguarding needs into consideration in any response. It is important they feel in as much control of the process as is reasonably possible.

- Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that school is a safe space for them.
- Take into consideration, in all decision making, the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- Staff should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- Consider the proportionality of the response and support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Staff should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy.
- Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim.
- CAMHS and the specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence.
- Other sources of support can be found in the TKAT Safeguarding Toolkit for staff.

Victims may not talk about the whole picture immediately and they may be more comfortable providing information on a piecemeal basis. When it is clear that ongoing support will be required, the school should ask the victim if they would find it helpful to have a designated trusted adult (e.g. their form tutor or DSL) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). School should respect and support this choice.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While school should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, school should provide a physical space for victims to withdraw to.

It may be necessary for school to maintain arrangements to protect and support the victim for a long time and should be prepared for this and work with children's social care and other agencies as required. The school will do everything it reasonably can to protect the victim from bullying and harassment as a result of any report they have made. Whilst they should be given all the necessary support to remain in school, if the trauma results in the victim

being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers). It is important that if the victim does move to another school (for any reason), that the new school is made aware of any ongoing support needs. The DSL should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

8.8 Safeguarding and Supporting the Alleged Perpetrator

The school may have to balance the need to safeguard the victim (and other pupils) whilst providing the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They should occur at the same time if necessary.

- Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful Sexualised Behaviour (HSB) in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials. Further support and guidance can be found in the safeguarding toolkit.
- It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another school (for any reason), that the new school is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The school DSL should take responsibility to ensure this happens as well as transferring the child protection file.

Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type

violence. It is more likely that girls will be victims of sexual violence and sexual harassment and more likely that boys will be perpetrators.

8.9 Consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery)

If staff are made aware that nude or semi-nude images have been shared or posted online:

- they should report this immediately to the DSL.
- Staff should never view, copy, share, print, store or save the image, or ask a child to share or download - this is illegal.
- if a member of staff views it by accident (eg. a child showed it to you before you could say not to), report this to the DSL and seek support
- Do not delete the image or ask the young person to
- Do not ask those involved to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person it involves, or parents/carers
- Do not say or do anything that implies blame or shame on the children involved
- Explain that you need to report it and reassure them they will receive help and support from the DSL.

The school will follow guidance set out in

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\)](#)

8.10 Racist Incidents

Our policy on racist incidents is set out in a separate document. (See school website)

SECTION 9: Confidentiality and record keeping

We recognise that all matters relating to child protection are confidential.

The Headteacher or DSL will disclose any child protection related information to other members of staff on a need to know basis only.

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 as doing so might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Children's Service with the parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager in the Assessment Team at Children's Services.

All concerns, discussion and decisions made, and the reasons for those decisions must be recorded in writing.

Records should include

[Safeguarding and Child Protection Policy 2021 - 2022](#)

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

All information should be kept confidential and stored securely.

Any paper records for a child will be kept in a separate child protection file for that child.

“The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.”

“Staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’”

Governing bodies should ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share and withhold personal information, under the Data Protection Act 2018 and the GDPR. This includes

- The conditions that allow them to store and share information for the purposes of safeguarding including information which is sensitive and personal – ‘special category personal data’
- Understand that ‘safeguarding of children and individuals at risk’ is a condition that allows professionals to share special category data, including sharing without consent where there is good reason to do so
- Not providing pupil personal data where the serious harm test is met. For example, when a child is in a refuge, and the serious harm test is met, they must withhold the data in compliance with their obligations under the Data Protection Act and GDPR. If in doubt, seek legal advice.

SECTION 10: Dealing with a disclosure

If a child discloses that he or she has been abused in some way the member of staff or volunteer should:

- accept what the child says
- stay calm, the pace should be dictated by the child without them being pressed for detail by asking leading questions such as “did x touch you there?” It is our role to listen - not to investigate

- use open questions such as “Is there anything else you want to tell me?” or “yes?” or “and?”, TED (tell, explain, describe)
- be careful not to burden the child with guilt by asking questions like “Why didn’t you tell me before?” but you could ask ‘have you spoken to anyone else about this?’
- acknowledge how hard it was for the child to tell you
- do not criticise the perpetrator, the child might have a relationship with them
- do not promise confidentiality, but reassure the child that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the child’s age, what the next stage will be.
- It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “It will be all right now”

When recording information:

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern. Record facts and what is said but not your assumption or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow” Do not take photographs! Try to record detail using the body map
- Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into ‘proper terms’)
- It is important to keep these original notes and pass them on to the Designated Safeguarding Lead immediately, who may ask you to write a referral.

We recognise that staff working in a school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

SECTION 11: Concerns and allegations in relation to staff including Low Level Concerns

This school promotes an open culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately.

If any adult in our school has any concern regarding the conduct or behaviour of a member of staff, they should discuss it with either the headteacher or the DSL.

KCSiE (2021) refers to two levels of allegations / concerns:

1. Allegations that may meet the harms threshold
2. Allegations / concerns that do not meet the harm threshold - referred to as ‘ low level’ concerns.

A concern or allegation is any information which indicates that a member of staff/volunteer/supply staff may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child

- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This includes behaviour that happens outside of school that might make a person unsuitable to work with children. This is known as transferable risk and an assessment of the risk may need to be undertaken.

This applies to any child the member of staff/volunteer/supply staff has contact with in their personal, professional or community life.

To reduce the risk of allegations, all staff should be aware of safer working practices and should be familiar with the guidance contained in the staff handbook, school code of conduct and *'Keeping Children Safe in Education'* 2021. **The school should have a signed acknowledgement from staff to show that they have read and understood these documents.**

Any allegation against a staff member/volunteer/supply staff should be referred immediately to the Headteacher, Head of School or Executive Head Teacher. The allegation should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Before contacting the LADO the headteacher (or other allocated person) should establish basic facts in line with the local procedures, including making an immediate written record of the allegation using the informant's words (eg. time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present). They should also ascertain details such as whether the individual was in school at the time of the alleged incident, CCTV footage or potential witnesses. This record should be signed, dated and the Headteacher should then contact the LADO. The Head Teacher or Chair will not investigate the allegation itself, or take written or detailed statements, but will refer the concern to the Local Authority Designated Officer. The LADOs details are **Number: 03000 410 888. Email: KentchildrensLADO@kent.gov.uk**

If the concerns are about the Headteacher, then the LADO and TKAT HR lead (simon.rose@tkat.org) should be contacted immediately.

Failure to report concerns or to follow procedures is a potential disciplinary matter.

Should the LADO decide the allegation needs further investigation, the school should take direction from the LADO and consult with TKAT HR, who will support and advise on the next steps required. Reference should also be made to the TKAT Disciplinary Policy.

The school must make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 amended the Education Act 2002, to introduce reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

When an allegation is made the school has a responsibility to consider:

1. the welfare of the child involved - this may need the DSL to ensure that the child is not at risk and refer to other agencies as required. They should arrange support for the child as appropriate.
2. Investigating and supporting the person subject to the allegation - the headteacher (in most cases) should discuss this with the LADO and agree a course of action.

If, at the completion of the allegations management process, a school dismisses an individual (or would have, had the person not left first) because the person poses a risk of harm to children, a referral must be made to the Disclosure and Barring Service and Teachers Regulation Agency. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

A referral to the DBS will be made if a member of staff has been removed from regulated activity (or would have been had they not left) and the school believes the individual has:

- engaged in relevant conduct in relation to adult or children
- satisfied the harm tests in relation to children and/ or vulnerable adults
- be cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence

Referrals should be made as soon as possible, when a person is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned.

If it is decided that the allegation does not meet the threshold for safeguarding, or once the school has been advised that all Social Services and/or Police investigations have been concluded, it will be handed back to the employer for consideration via the school's internal procedures.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager should decide whether the child or person who made the allegation, is in need of help and support should be provided as appropriate.

Supply Teachers

Any allegations against supply teachers will be dealt with in accordance with the schools procedures. If there is a safeguarding concern relating to a supply teacher, the facts will be

obtained and liaison with the LADO will take place. It will also be discussed with the supply agency, whether it is appropriate to suspend the supply teacher, or redeploy them, whilst the school carries out their investigation. Whilst agencies will be fully involved, the school will take the lead. The school is responsible for the supervision, direction and control of the supply teacher when they are in school.

Low Level Concerns

A low-level concern does not mean it is insignificant, but that it does not reach the threshold detailed in section 9.1. A low-level concern is any concern, no matter how small, where a member of staff may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. This could include but is not exclusive to:

- being over friendly with children or having favourites
- taking photos or videos of children on their personal devices
- using inappropriate sexualised, intimidating or offensive language.

If any staff have any concerns about another adult, they must discuss these concerns with the headteacher or DSL. If the concern is related to the DSL this should be discussed with the headteacher. Where a low-level concern relates to a supply teacher or a contractor, that concern should be shared with the DSL, and/or headteacher, and recorded and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Staff should feel confident to self-refer for example, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns should be recorded in writing by the DSL (or deputy). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted however, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. It is recommended that it is retained at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harm threshold, in which case it should be referred to the LADO.

Consideration will also be given to whether there are wider cultural issues within school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

SECTION 12: Use of Reasonable Force

Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort such as when a child is endangering themselves or another. 'Reasonable' means using no more force than was needed in that situation and that at all times it must be the minimal force necessary to prevent injury to another person.

For pupils with SEND, mental health needs or medical conditions, reasonable adjustments must be considered by planning positive and proactive behaviour support through individual behaviour plans and risk assessments, where appropriate and agreeing them with parents / carers.

All instances should be recorded in the bound and number book (kept in the office) and signed at the time by a witness.

While all staff have a duty to intervene where children may place themselves or others at immediate risk of harm, staff who are likely to need to use physical intervention will be appropriately trained in Team Teach or other external and accredited techniques.

Physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

SECTION 13: Intimate Care

Some pupils may require personal care or intimate care as a result of a special educational need or disability. A child's dignity will be preserved and a level of privacy maintained whilst ensuring that staff do not leave themselves vulnerable to allegations or concerns. (See School website)

SECTION 14: Safeguarding in the Curriculum

Opportunities to teach pupils about safeguarding, including online safety, occur throughout the curriculum. In addition, the school will utilise opportunities for specific events, visitors and assemblies to further enhance these learning opportunities. The content will be adapted as appropriate for pupils who need a more personalised or contextualised approach such as those who have experienced violence or abuse, those who are more vulnerable or pupils with SEND. This includes covering issues through Relationships Education and Health Education.

Examples of Relationship and Health Education.

Year 1 - PSHE		
Autumn 1	Spring 1	Summer 1
<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about food that is associated with special times, in different cultures • about active playground games from around the world • about sun-safety 	<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes themselves and others special • about roles and responsibilities at home and school • about being co-operative with others 	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of feelings • about managing different feelings • about change or loss and how this can feel
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • safety in familiar situations • about personal safety • about people who help keep them safe outside the home 	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what can go into bodies and how it can make people feel • about what can go on to bodies and how it can make people feel 	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and making choices when spending money • about saving money and how to keep it safe • about the different jobs people do

Year 2 - PSHE

Autumn 1

Physical health and wellbeing: What keeps me healthy?

Pupils learn:

- about eating well
- about the importance of physical activity, sleep and rest
- about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well

Autumn 2

Mental health and emotional wellbeing: Friendship

Pupils learn:

- about the importance of special people in their lives
- about making friends and who can help with friendships (on and offline)
- about solving problems that might arise with friendships (on and offline)

Spring 1 and 2

Relationships and health education: Boys and girls, families

Pupils learn:

- to understand and respect the differences and similarities between people
- about the biological differences between male and female animals and their role in the life cycle
- the biological differences between male and female children
- about growing from young to old and that they are growing and changing
- that everybody needs to be cared for and ways in which they care for others
- about different types of family and how their home-life is special

Summer 1

Keeping safe and managing risk: Indoors and outdoors

Pupils learn:

- about keeping safe in the home, including fire safety
- about keeping safe online, including the benefits of going online
- about keeping safe outside
- about road safety

Summer 2

Drug, alcohol and tobacco education: Medicines and me

Pupils learn:

- why medicines are taken
- where medicines come from
- about keeping themselves safe around medicines

Asthma lesson for Year 2, 3 or 4

- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 3 - PSHE

Autumn 1

Drug, alcohol and tobacco education: Tobacco is a drug

Pupils learn:

- the definition of a drug and that drugs (including medicines) can be harmful to people
- about the effects and risks of smoking tobacco and second-hand smoke
- about the help available for people to remain smoke free or stop smoking

Asthma lesson for Year 2, 3 or 4

- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Spring 1

Mental health and emotional wellbeing: Strengths and challenges

Pupils learn:

- about celebrating achievements and setting personal goals
- about dealing with put-downs
- about positive ways to deal with setbacks

Summer 1

Careers, financial capability and economic wellbeing: Saving, spending and budgeting

Pupils learn:

- about what influences people's choices about spending and saving money
- how people can keep track of their money
- about the world of work

Autumn 2

Keeping safe and managing risk:

Bullying – see it, say it, stop it

Pupils learn:

- to recognise bullying (including online) and how it can make people feel
- about different types of bullying and how to respond to incidents of bullying
- about what to do if they witness bullying



Spring 2

Identity, society and equality:

Celebrating difference

Pupils learn:

- Pupils learn about valuing the similarities and differences between themselves and others
- Pupils learn about what is meant by community
- Pupils learn about belonging to groups

Summer 2

Physical health and wellbeing:

What helps me choose?

Pupils learn:

- about making healthy choices about food and drinks
- about how branding can affect what foods people choose to buy
- about keeping active and some of the challenges of this

Year 4 - PSHE

Autumn 1	Spring 1	Summer 1 and 2
<p>Identity, society and equality: Democracy</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about Britain as a democratic society ● about how laws are made ● learn about the local council 	<p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● why people may eat or avoid certain foods (religious, moral, cultural or health reasons) ● about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) ● about the importance of getting enough sleep 	<p>Relationships and health education: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the way we grow and change throughout the human lifecycle ● about the physical changes associated with puberty ● about menstruation and wet dreams ● about the impact of puberty in physical hygiene and strategies for managing this ● how puberty affects emotions and behaviour and strategies for dealing with this
Autumn 2	Spring 2	
<p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them ● about the effects and risks of drinking alcohol ● about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> ● that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use <ul style="list-style-type: none"> ● 	<p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● how to be safe in their computer gaming habits ● about keeping safe near roads, rail, water, building sites and around fireworks ● about what to do in an emergency and basic emergency first-aid procedures 	

Year 5 - PSHE

Autumn 1	Spring 1	Summer 1
<p>Physical health and wellbeing: In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that messages given on food adverts can be misleading about role models about how the media can manipulate images and that these images may not reflect reality 	<p>Keeping safe and managing risk: Making safer choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe online how to keep safe when communicating with other people online that violence within relationships is not acceptable about problems that can occur when someone goes missing from home 	<p>Drug, alcohol and tobacco education: Different influences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis about different influences on drug use – alcohol, tobacco and nicotine products strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol
Autumn 2	Spring 2	Summer 2
<p>Identity, society and equality: Stereotypes, discrimination and prejudice</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about stereotyping, including gender stereotyping workshop from Diversity Role Models or Equaliteach about prejudice and discrimination and how this can make people feel 	<p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about a wide range of emotions and feelings and how these are experienced in the body about times of change and how this can make people feel about the feelings associated with loss, grief and bereavement 	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that money can be borrowed but there are risks associated with this about enterprise what influences people's decisions about careers

Year 6 - PSHE

Autumn 1 and 2	Spring 1	Summer 1
<p>Relationships and health education: Healthy relationships</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the changes that occur during puberty to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships about human reproduction in the context of the human lifecycle how a baby is made and grows (conception and pregnancy) about roles and responsibilities of parents and carers to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Additional lessons: (schools will want to consider including these lessons, as part of RSE policy development)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted that contraception can be used to stop a baby from being conceived 	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs about assessing the level of risk in different situations involving drug use about ways to manage risk in situations involving drug use 	<p>Mental health and emotional wellbeing: Healthy minds</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> what mental health is about what can affect mental health and some ways of dealing with this about some everyday ways to look after mental health about the stigma and discrimination that can surround mental health
Spring 2	Summer 2	
	<p>Identity, society and equality: Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about people who have moved to Islington from other places, (including the experience of refugees) about human rights and the UN Convention on the Rights of the Child about homelessness 	<p>Keeping safe and managing risk: Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>FGM (female genital mutilation)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the importance for girls to be protected against FGM

14.1 ONLINE SAFETY

A whole school approach to online safety will protect and educate our pupils in their safe use of technology as well as allowing staff to identify, intervene and escalate any concerns as appropriate. It is essential that our pupils are safeguarded from potentially harmful and inappropriate material online. Whilst appropriate filters and monitoring systems are in place it should not unreasonably restrict what pupils can be taught with regards to online teaching and safeguarding.

There are four areas of risk within online safety, that staff must be aware of:

		Examples
CONTENT:	being exposed to illegal, inappropriate or harmful content	pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation and extremism
CONTACT	being subjected to harmful online interaction with other users	peer to peer pressure, commercial advertising, adults posing as children / young adults with the intention to groom or exploit them for criminal, sexual, financial or other purposes
CONDUCT	personal online behaviour that increases the likelihood of, or causes, harm	making, sending and receiving explicit images eg. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
COMMERCE		online gambling, inappropriate advertising, phishing, financial scams

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Our school uses Smoothwall filtering system.

As a school we are aware that children can bully and sexually harass their peers through mobiles and other technology, including sharing indecent images (consensually and non-consensually) through large chat groups, and viewing and sharing other harmful content. Our school policy on the use of mobile phones and technology is outlined in our Mobile Phone and Technology policy on the school website.

14.2 REMOTE LEARNING

The school policy for remote learning can be found on the school website.

As there is an increase in delivering work and lessons online, schools will ensure that appropriate filters and monitoring systems are in place and any inappropriate content or use is reported and dealt with in the appropriate way, including when pupils are accessing this from home.

SECTION 15: Serious Violence

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with, serious violent crime. It could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the indicators that children are at risk from, or are involved in. This includes:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

All staff should be aware of the risk factors, which increase the likelihood of involvement in serious violence including:

- being male
- having been frequently absent or permanently excluded from school
- having experienced maltreatment
- been involved in offending such as theft or robbery

Further advice is available here [Advice to schools and colleges on gangs and youth violence](#)

SECTION 16: Children with Special Educational Needs and Disabilities

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- children with SEND and certain medical conditions can be disproportionately impacted by things like bullying, without outwardly showing any signs

- of communication barriers and difficulties in managing or reporting these challenges

We will ensure that these additional needs are taken into account when delivering safeguarding in the curriculum. Pastoral support and support to enable communication will be provided to ensure children with SEND are able to have their voice heard.

In our school we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Differentiated Relationships and Health education and support by the Inclusion Team
- For further detail please see the SEND policy on the school website.

SECTION 17: Health and Safety

The school's Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits. (See the school website)

SECTION 18: Safer Recruitment of Staff

We endeavour to ensure that all staff working within the School are suitable to work with children. We achieve this through continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. When recruiting staff this entails scrutinising applicants, verifying their identity and qualifications and obtaining references in addition to Disclosure and Barring Service (DBS) checks.

We ensure at least one member of every staff recruitment panel has received Safer Recruitment training. This training is always available by contacting TKAT HR and it is recommended that it should be updated every two years.

All staff must be checked against the Section 128 List and the Teachers Barred List.

18.1 The Single Central Record (SCR)

- The school uses the TKAT template SCR which includes details of required checks for all staff including Sec128.
- The SCR must be updated regularly as new staff start.
- It must cover all staff including trainee teachers on salaried routes, agency and supply staff even if they work for one day, volunteers, Governors, regular contractors and TKAT central staff.
- In the case of agency and third party supply staff the school must include whether written confirmation has been received that the employer has carried out the relevant checks and obtained the appropriate certificates, the date the confirmation

was received and whether details of any enhanced DBS have been provided for that member of staff.

- The SCR must be checked regularly (no less than once a month) by the Headteacher and Director of Education / Chair of Governors / Governor for Safeguarding and during TKAT monitoring visits. A record of these checks should be kept.
- Other information deemed relevant includes checks made on governors and volunteers, dates on which safeguarding and safer recruitment training was undertaken and the name of the person who carried out the check.
- The SCR and all associated evidence and documentation remains the responsibility of the Headteacher.
- Within TKAT each school maintains their own SCR in accordance with the guidance set out above.
- Once a member of staff leaves it is good practice to keep their details on a leavers tab for up to 12 months (KCSIE recommends they are removed once they leave)

Advice and guidance should be sought from the TKAT HR Team if the school requires support with any aspect of recruitment.

18.2 Recruiting new staff

When defining the role the school will think about

- the skills, abilities, experience, attitude and behaviours required for the post
- the safeguarding requirements in terms of the extent of involvement with children and whether regulated activity is involved

Advert

The advert should include

- a statement relating to the school's and Trust's commitment to safeguarding and promoting the welfare of children and young people. *"TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check."*
- And an Equal Opportunities statement *"TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part time or on a flexible basis."*
- the safeguarding responsibilities of the post as per the job description and person specification.
- whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order (1975, 2013, 2020)

Application forms

The school will not accept Curriculum Vitae but use the standard TKAT Application form which includes:

- for regulated activity, a statement stating that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children

- a copy of the safeguarding and child protection policy and practices and policy on the employment of ex-offenders in the application pack or through a website link
- details including personal details, full employment history including current or most recent employment, qualifications, referees and personal statement.

Shortlisting

- At least two people will carry out shortlisting
- Whenever possible those who shortlist will also be on the interview panel for a consistent approach
- shortlisting will involve considering any inconsistencies, looking for gaps in employment and the reasons given for them and explore any potential concerns

Short listed candidates will be asked to complete a signed, self-declaration of any criminal record or other information that may make them unsuitable to work with children. If an electronic signature is supplied, they should physically sign a copy at the interview.

Employment History

- References should be obtained before the interview, allowing for any concerns raised to be explored further with the referee. These should not be open references or obtained by the applicant.
- Ensure any references are from the current employer and if from a school, it should be confirmed as accurate by the headteacher in respect of any disciplinary investigations
- Obtain verification of the most recent employment if the applicant is not currently employed
- secure a reference from the relevant employer, from the last time they worked with children, (where applicable)
- ensure references originate from a legitimate source and verify or clarify any information with the person providing the reference
- compare any information with the application form and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent position
- ensure any concerns are satisfactorily resolved before appointment is confirmed

Selection and Interview

The school will use a range of techniques to identify the most suitable person for the post. This will include structured questions which explore the applicant's experience and attitude towards safeguarding matters. Any areas of concern will be explored to determine whether the applicant is suitable to work with children. At least one member of any interview panel will have received Safer Recruitment training. Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Pupil groups may be involved in the recruitment process and should be accompanied by a member of school staff. All information considered should be clearly recorded along with decisions made.

Pre-appointment Vetting Checks, regulated activity and recording information

All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. The school must:

[Safeguarding and Child Protection Policy 2021 - 2022](#)

- verify the candidates identity and be aware of the potential for individuals to change their name. Best practice is to check the name on the birth certificate.
- A copy of the documents to verify identity, right to work and required qualifications.
- obtain an enhanced DBS check including Children's Barred List and Section 128 information. Once the DBS certificate has been received by the applicant, they must show the original copy to the school as soon as possible and the school records this has been seen, on the SCR. When using the DBS update service the school still needs to see the original physical certificate. The school is not required to keep a copy of DBS certificates. If they do it should be for no longer than 6 months and they should have a valid reason for doing so.
- obtain a separate Children's Barred List check if an individual will start before the DBS certificate is available. In this situation, they will need to be appropriately supervised by a member of the school staff and all other checks should have been carried out.
- verify the candidates mental and physical fitness to carry out their responsibilities and any reasonable adjustments that might apply
- verify the person's right to work in the UK, including EU nationals
- If the person has lived or worked outside the UK
- verify professional qualifications as appropriate. The TRA Employer Access Service should be used to verify QTS and the completion of induction or probation.
- check that a person taking up a management position is not subject to a section 128 direction. This also applies in the case of Governors.
- ensure the applicant is not subject to a prohibition order. A person who is prohibited must not be appointed to a role that includes teaching work.
- ensure that individuals employed to work in reception classes or in wraparound care for children up to the age of 8, are not disqualified from working in those settings under the 2018 Disqualification by Association Regulations.
- If the school decides not to appoint someone because of a conviction, this should be clearly documented.
- When assessing any disclosure information from the DBS, the school will take into account any explanation from the applicant including, the seriousness and relevance to the post, how long ago it occurred and other circumstances around the incident. In the case of a teacher, it will be considered in the context of the Teachers' Standards and Teacher misconduct guidance.

Barred List information must not be requested on any person who is not engaged in regulated activity.

Individuals who have lived or worked outside the UK

- These must undergo the same checks as all other staff. This includes an enhanced DBS certificate with Barred list, even if they have never been to the UK.
- The school must carry out other checks so any relevant events that occurred outside of the UK can be considered. This applies regardless of whether or not it was an EEA country or the rest of the world.

These checks should include, where available:

[Safeguarding and Child Protection Policy 2021 - 2022](#)

- criminal record checks for overseas applicants and for teaching positions but being mindful that the information provided varies from country to country.
- obtaining a letter from the professional regulating authority in the country (or countries) they have worked, confirming they have not imposed any sanctions or restrictions, or any reason why they may be unsuitable to teach
- other pre-employment checks to help assess their suitability

Where this information is not available the school should seek alternative methods of checking suitability and undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. The school will seek guidance from TKAT HR if required.

18.3 Agency and third party staff (supply staff)

- the school must obtain written notification from the agency that the checks, normally carried out by the school, have been completed
- where the agency has obtained an enhanced DBS, which has disclosed any matter or information, the school must obtain a copy from the agency
- where the position requires a children's barred list check, this must be obtained by the agency prior to appointing the individual
- the school must check that the person presenting themselves for work, is the same person on whom the checks have been carried out

18.4 Contractors

The school will

- set out their safeguarding requirements in the contract between the organisation and school
- any contractor who works at the school must have had the appropriate level of DBS check. Any engaging in regulated activity must have an enhanced DBS check including barred list information
- If a contractor's work allows them regular contact with children an enhanced DBS must be required.
- If no checks have been obtained for a contractor, they will not be allowed to work unsupervised or engage in regulated activity. They will be supervised by a member of school staff at all times.
- If an individual is self-employed the school will consider whether it is appropriate to obtain a DBS for them.
- A member of the school staff will always check the identity of the contractor on arrival and issue them with an appropriate ID badge.

18.5 Trainee / student teachers

- If applicants are salaried by the school, the school must ensure that all necessary checks are carried out. An enhanced DBS check, including barred list information must be obtained.
- If the trainee is fee-funded, it is the responsibility of the training provider to carry out the necessary checks. The school will obtain written confirmation that all pre-appointment checks have been completed and has been judged by the provider to be suitable to work with children.
- Details regarding fee-funded trainees will be recorded on the SCR or the school.

18.6 Checks on existing staff

[Safeguarding and Child Protection Policy 2021 - 2022](#)

The school may need to carry out new checks on existing staff. This applies when:

- an individual working at the school moves from a post that was not regulated activity with children, into work that is considered to be regulated activity
- there has been a break in service of 12 weeks or more
- there are concerns about an individual's suitability to work with children.

18.7 Visitors

- Visitors with a professional role, such as educational psychologists and social workers will have their ID checked. Failure to produce this may result in the school refusing them access to children.
- The headteacher will use their professional judgement when deciding the level of supervision required by other visitors such as family members or external organisations, depending on the activity.
- All visitors should sign in and out in the normal way.
- Careful consideration will be given to external organisations in advance to ensure they are suitable and appropriate and whether relevant checks may be required.
- Visitors should be provided with a school ID indicating they are a visitor.
- Staff should challenge any adult they do not recognise and children should be encouraged to report to a member of staff, if they see an adult without ID.

18.8 Volunteers

- under no circumstances should a volunteer, on whom no checks have been obtained, be left unsupervised or allowed to work in regulated activity.
- The TKAT Volunteer Risk Assessment should be used when using volunteers
- The school should obtain an enhanced DBS check (with barred list information) for all volunteers who are new to working in regulated activity with children e.g. are unsupervised and teach or look after children regularly, or provide personal care on a one-off basis.
- Schools should not request barred list information on a supervised volunteer.
- Volunteers engaging in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information) unless the school has any concerns.

When a volunteer is supervised the school must have regard to statutory guidance. For a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity relating to children
- regular and day-to day
- reasonable in all circumstances to ensure the protection of children.

18.9 Governors

- governors are required to have an enhanced DBS check
- governance is not a regulated activity relating to children. Governors only require a barred list check if they also engage in regulated activity
- a section 128 check is required.

18.10 Adults who supervise children on work experience

- The school will ensure that the placement provider has policies and procedures in place to protect children from harm.

- Children’s Barred List checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement.
- The school should consider the specific circumstances such as the nature of the supervision and the frequency of the activity being supervised.

This should include

- whether the person providing the supervision / training to the child is unsupervised themselves; and
- is providing the supervision / training frequently (more than 3 days in a 30 day period, or overnight)
- If that person is unsupervised and is in frequent contact with the child, it is likely to be regulated activity. If this applies the school could ask the employer to ensure that person is not a barred person.
- The school is not able to request that an employer obtains an enhanced DBS check (with barred list information) for staff supervising children aged 16 to 17 on work experience.
- If the activity undertaken by the child takes place in a ‘specified place’ such as a school, and gives the opportunity for contact with children, this may be considered a regulated activity. In these cases, the work experience provider e.g. school placement, should consider whether an enhanced DBS check should be requested for the child on placement. This can only be done for children over the age of 16.

18.11 Children staying with host families - Homestay

Pupils attending TKAT schools do not participate in Homestays, exchange visits or similar.

SECTION 19: Alternative Provision

If a pupil attends an alternative provision, the school continues to be responsible for the safeguarding of that pupil. The school should be satisfied that the provider meets the needs of the pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working there. The school will monitor attendance and meet regularly and frequently with staff at the provision, to ensure it continues to meet the needs of the child.

SECTION 20: Private Fostering - LA notification when identified

If school staff become aware of a private fostering arrangement, they should notify the local authority so checks can be carried out to ensure the arrangement is safe and suitable. Notifications must contain information set out in [The Children \(Private Arrangements for Fostering\) Regulations 2005](#) and must be made in writing.

SECTION 21: Staff use of Electronic Equipment

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**.

Staff and volunteers should not make use of **personal** technological equipment, in particular mobile phones and tablets when in the presence of children (including keeping mobiles in pockets or about their person. During school trips it may be necessary for a mobile phone to be carried. This should be kept away in a bag.

Staff and volunteers should never take photos of children on personal equipment.

SECTION 22: Acceptable Use Policy

The school outlines their expectations of acceptable use of electronic devices and mobile phones in their Staff Code of Conduct and the Acceptable Use Policy.

SECTION 23: Monitoring and Evaluation of Policy and Practice

This school monitors and evaluates the implementation and effectiveness of our safeguarding policies and procedures through:

- External Auditors
- TKAT Safeguarding Reviews
- TKAT Monitoring Visits
 - Governing Body visits to the school
 - SLT 'drop ins' and discussions with pupils and staff
 - Pupil surveys and questionnaires
 - Analysing of Attendance data
 - Analysing and updating of risk assessments
 - Looking at Governing Body meeting minutes
 - Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
 - Review of parental concerns and parent questionnaires
 - Regular training
 - Working with the local authority
 - Regular SLT meetings

Ofsted inspectors always report on whether or not arrangements for safeguarding children are effective.