

SAFEGUARDING (CHILD PROTECTION) POLICY 2018

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

POLICY NUMBER:	NS-022
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THE NORTH SCHOOL

SAFEGUARDING / CHILD PROTECTION POLICY

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THE NORTH SCHOOL

SAFEGUARDING (CHILD PROTECTION) POLICY

Key Contact Personnel in School: (all safeguarding staff wear purple lanyards):

Designated Safeguarding Lead:

- Mrs Catherine Clipstone, SENCO

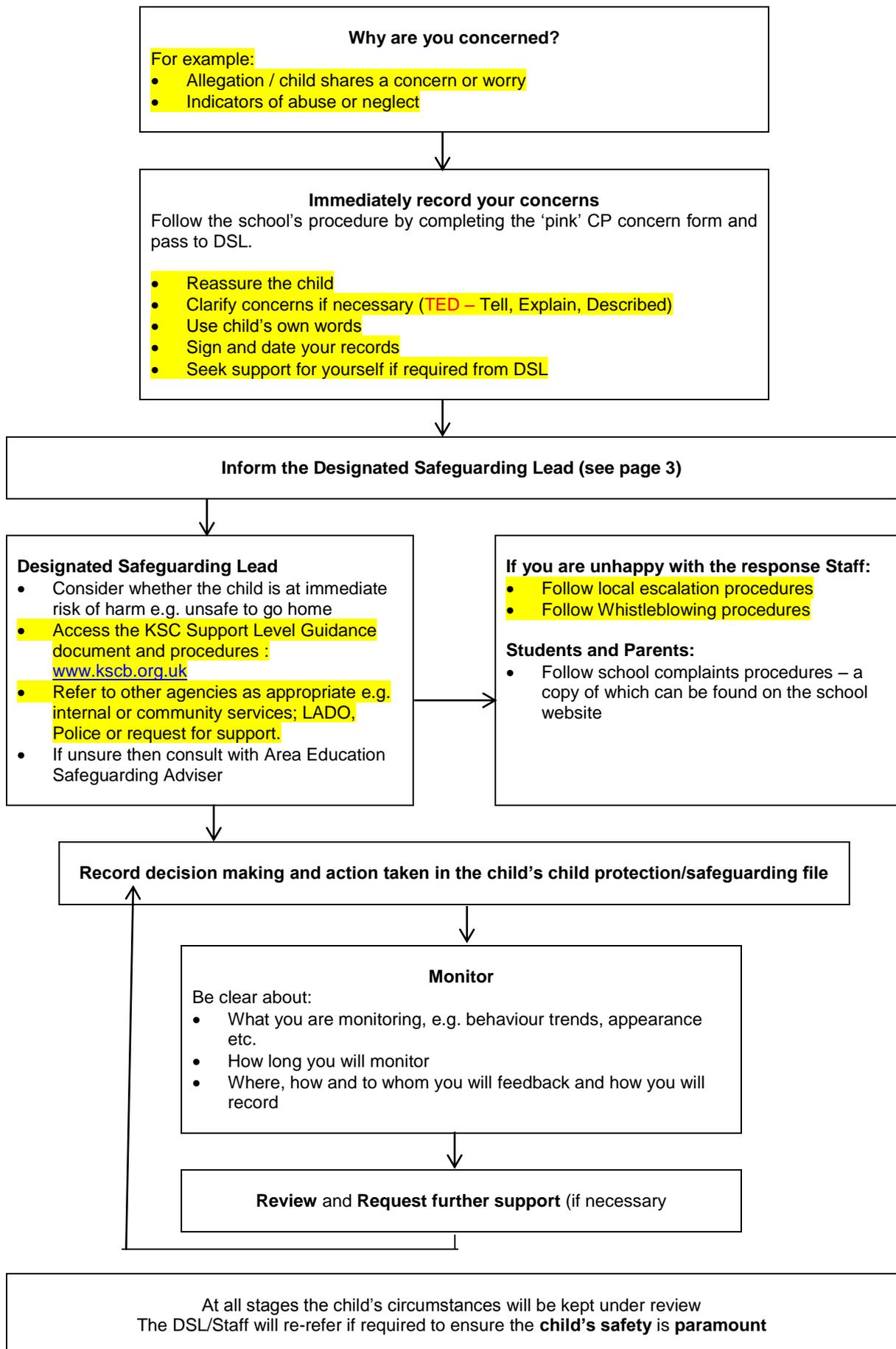
Deputy Designated Safeguarding Leads:

- Stefan Eede, Community Principal (Mabledon)
- Mrs Emma Baksh, Pastoral Lead (Mabledon)
- Ms Nikki Williams – Pastoral Lead (Essella)

Named Safeguarding Governor:

- Mrs Lyn Greenfield, Co-opted Governor

What to do if you have a welfare concern in The North School



1. INTRODUCTION AND ETHOS:

The North school is a community and all those directly connected (staff, governors, parents, families and students) have an essential role to play in making it safe and secure. The North School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.

The North School recognises the importance of providing an ethos and environment within school that will help children to feel safe. In our school children are respected and encouraged to talk openly.

Our school core safeguarding principles are:

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

2. DEFINITION OF SAFEGUARDING

“Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education.” (Inspecting safeguarding in early years, education and skills settings, Ofsted, September 2018).

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual student situations or identifying features of families as part of their oversight responsibility.

There are four main elements to our safeguarding (child protection) policy:

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors are undertaken).

3. CONTEXT

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

- DfE guidance Keeping Children Safe in Education 2018 (KCSIE)

- Working Together to Safeguard Children 2015 (WTSC)
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2018)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Safeguarding Children Procedures (Online)
- Early Years and Foundation Stage Framework 2017 (EYFS)

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

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

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

(Also see Annex A within 'Keeping children safe in education' 2018)

4. RELATED SAFEGUARDING POLICIES

This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

- Behaviour Management, linked to the Use of Physical Intervention
- Searching, screening and confiscation
- Online Safety and Social Media
- Anti-Bullying
- Data Protection and Information Sharing

- Image Use
- Sex and Relationship Education
- Health and Safety
- Attendance (Children Missing Education)
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Managing Allegations Against Staff
- Code of Conduct for Staff (including Acceptable Use of Technology/AUP)
- Safer Recruitment
- Whistle-Blowing

5. KEY RESPONSIBILITIES

The governing body, Headteacher and management committees (as appropriate) have read and will follow **KCSIE 2018**.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; **and that the policies are reviewed at least annually and when required.**

The Governing Body, Headteacher and Leadership Team will ensure that the DSL(s) is properly supported in their role.

5.1 Designated Safeguarding Lead (DSL)

The school has appointed a member of the leadership team, Kate Clipstone, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

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

The school has appointed additional staff to deputise for the DSL, Stefan Eede, Principal of Communities, Emma Baksh, Pastoral Support Manager and Nikki Williams, Pastoral Support Manager. Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children. In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with DSL liaising closely with the designated teacher).
- Liaise with other agencies and professionals in line with Working together to safeguard children
- **Ensure that locally established procedures are followed as necessary.**
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- **Manage and monitor the school's role in any multi-agency plan for a child.**
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns

- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018)

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2016, part two.

5.2 Members of Staff

All members of staff have a responsibility to:

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

5.3 Children and young people

Children and young people (students) have a responsibility to:

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

5.4 Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies .

Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website www.north.kent.sch.uk.

6. RECOGNITION AND TYPES OF ABUSE AND NEGLECT

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

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

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

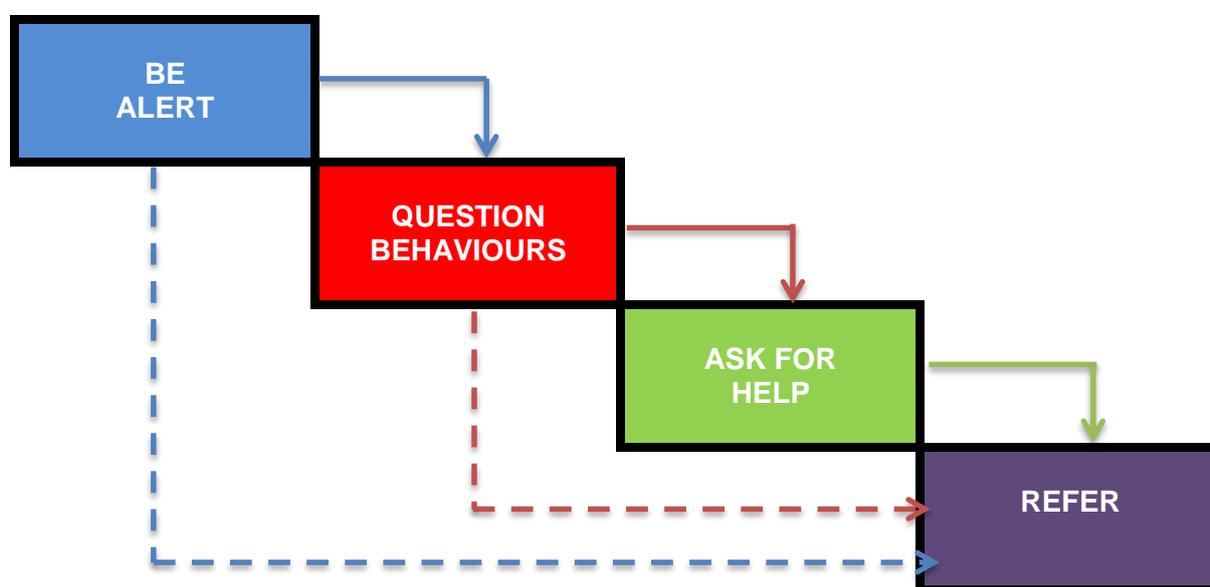
Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

7. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

The North School adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

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

The DSL may seek advice or guidance from the Area Education Safeguarding Advisor from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.

All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.

The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.

All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

In all but the most exceptional circumstances, parents/carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation from a local authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.

If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Service.

8. RECORD KEEPING

Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern (pink) form (with a body map where injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.

All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

Incident/concern forms are kept in a folder held in the Data Office.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in school. Safeguarding records are kept in accordance with data protection legislation and retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL or Headteacher and a receipt of delivery will be obtained.

Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".

The Headteacher will be kept informed of any significant issues by the DSL.

9. MULTI-AGENCY WORKING

The North School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018).

Schools are not the investigating agency when there are child protection concerns. We will however, contribute to the investigation and assessment processes as required. The school recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

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

10. CONFIDENTIALITY AND INFORMATION SHARING

The North School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a student to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

DfE Guidance on Information Sharing (July 2018) provides further detail. List location of where this is kept in school e.g. in the Headteachers Office / staff room.

11. COMPLAINTS

The school has a Complaints Procedure available to parents, students and members of staff who wish to report concerns. This can be found in the Headteachers office / staff room / Staff Handbook on the shared area of the J:Drive and the school website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff policy. This can be found in the Headteachers Office / Staffroom / Staff Handbook on the shared area of the J:Drive.

12. STAFF INDUCTION, AWARENESS AND TRAINING

All members of staff have been provided with a copy of part one of the "Keeping Children Safe in Education" (2018) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2018. Members of staff have signed to confirm that they have read and understood Part One and Annex A and this information is kept on the school's Single Central Record.

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

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

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

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

The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

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

13. SAFE WORKING PRACTICE

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

Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedures.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc) and should adhere to the school's online safety and Acceptable Use policies.

14. STAFF SUPERVISION AND SUPPORT

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

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff will be supported by the DSL in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

15. SAFER RECRUITMENT

The North School is committed to ensure they develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff.

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

The North School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

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

16. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

The North School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported directly to the LADO in the first instance.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk.

The North School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

When in doubt – consult

17. PEER ON PEER ABUSE

All members of staff at The North School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

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

Further information about the schools response to specific allegations of abuse can be located in the school's Behaviour Management, Anti-bullying, Online Safety Policies).

The school will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Schools and Colleges" guidance and KSCB guidance.

Further information in relation to the schools approach to "sexting" can be found in the school Online Safety Policy which can be found in the Headteacher's Office, Staffroom and in the Staff Handbook on the J:Drive.

The North School is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

18.SAFEGUARDING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES

The North School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

The North School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

19.ONLINE SAFETY

It is recognised by The North School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However the DSL is acknowledged as having overall responsibility for online safeguarding within the school.

The North School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The DSL and leadership team have read annex C regarding Online Safety within 'Keeping children safe in education' 2018.

The North School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2018 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information on the specific approaches relating to this can be found in the schools **Online Safety Policy, Acceptable Use Policy** and **Image Use Policy** which can be in Headteachers office / staff room/ school office/staff handbook on the shared J:Drive

The North School will ensure that appropriate filtering and monitoring systems are in place when students and staff access school systems and internet provision.

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

The North School will ensure a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

20. CURRICULUM AND STAYING SAFE

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

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

Our school systems support children to talk to a range of staff. Children at The North School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

21. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

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

22. SECURITY

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

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

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

23. MONITORING AND REVIEW

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

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

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

24. LOCAL SUPPORT

All members of staff at The North School are made aware of local support available:

Contact details for Area Safeguarding Adviser (Education Safeguarding Team)

- Peter Lewer, Area Safeguarding Adviser (Education)
- Lin Storton, Safeguarding Admin Support (part time)
- 03000 415648

- www.kelsi.org.uk/support-for-children-andyoung-people/child-protection-and-safeguarding/safeguardingcontacts

Contact details for Online Safety (Education Safeguarding Team)

- Rebecca Avery, Education Safeguarding Adviser (Online Protection):
- Ashley Assiter, e-Safety Development Officer
- 03000 415797
- esafetyofficer@kent.gov.uk (non-urgent issues only)

Contact details for the LADO

- Telephone: 03000 410888
- Email: kentchildrenslado@kent.gov.uk

Childrens Specialist Services

- Central Duty Team: 03000 411111
- Out of Hours Number: 03000 419191

Early Help and Preventative Services

- earlyhelp@kent.gov.uk
- 03000 419222

Kent Police

- 101 (or 999 if there is an immediate risk of harm)

Kent Safeguarding Children Board (KSCB)

- kscb@kent.gov.uk
- 03000 421126

25. NATIONAL SUPPORT ORGANISATIONS

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

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

Honour based Violence

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

Sexual Abuse and CSE

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

Online Safety

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

Radicalisation and hate

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

CATEGORIES OF ABUSE

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2016 and staff who have direct contact with students should already read Annex A.

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

Bruises and abrasions around the face
 Damage or injury around the mouth
 Bi-lateral injuries such as two bruised eyes
 Bruising to soft area of the face such as the cheeks
 Fingertip bruising to the front or back of torso
 Bite marks
 Burns or scalds (unusual patterns and spread of injuries)
 Deep contact burns such as cigarette burns
 Injuries suggesting beatings (strap marks, welts)
 Covering arms and legs even when hot

Aggressive behaviour or severe temper outbursts.

Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations, or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

SPECIFIC SAFEGUARDING ISSUES

(See Annex A of Keeping Children Safe in Education 2016)

Children Missing Education

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

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

Child Sexual Exploitation (CSE)

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

The North School is aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

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

'Honour Based' violence

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

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

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

Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

Female Genital Mutilation (FGM)

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

Radicalisation

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

The North School will ensure all staff, including governors, complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty. A record of this training is included on the school's Single Central Record.

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

KEEPING YOURSELF SAFE WHEN RESPONDING TO DISCLOSURES (the 6 R's – what to do if...)

1. Receive

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

2. Respond

- Reassure the student that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep eg “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the student refers to it eg “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell explain describe
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB : www.kscb.org.uk

6. Relax

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