

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Policy Consultation & Review

The University of Kent Academies Trust's policy is available on our academy websites and is available on request from the main offices at Brompton Academy and Chatham Grammar School for Girls. We also inform parents and carers about this policy when their children join our academies and through our newsletters.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance '[*Keeping Children Safe in Education*](#)', DfE (2018).

This policy will be reviewed in full by the Trustee Body on an annual basis. This policy was last reviewed and agreed by the Trustee Body on 5 December 2018. It is due for review on December 2021.

Document signed by:

Jennie Best, Principal at Brompton Academy
5th December 2018

Wendy Walters, Principal at Chatham Grammar School for Girls
5th December 2018

Countersigned by: **David Nightingale, Chair of Trustees**
5th December 2018

The minutes of the Governing body **5 December 2018** clearly demonstrate where this Policy has been developed with the staffing group using their expertise and knowledge.

Publication date: December 2018
Renewal Date: December 2019

Designated Safeguarding Lead (DSL) at BA: Louise Ansell- Burford
Designated Safeguarding Lead (DSL) at CGSG: Simon Richter

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1.0 CONTEXT

1.1 UKAT fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children and their families, in line with early help ethos.

1.2 Practitioners who work with children in the academies will read this policy within the framework of the following guidance:

- Keeping Children Safe in Education: Statutory Guidance (2018)
- Working Together to Safeguard children (2018) Statutory Guidance
- Medway Safeguarding Children's Board Policies and Procedures
- What to do if you're worried a child is being abused (2015)
- Early help: Whose responsibility? A [thematic inspection](#) by Ofsted March 2015

1.3 Through their day-to-day contact with students and their direct work with families, all staff and volunteers in the academies have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

1.4 This policy sets out how the trustee body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the academies. Our policy applies to all staff; paid and unpaid, working in the school including governors. It is consistent with Medway Safeguarding Children's Board (MSCB) procedures.

2.0 PURPOSE and AIMS

The purpose of UKAT's safeguarding policy is to ensure:

- **Building resilience** - raising awareness of child protection issues and equipping children with the language and skills needed to keep them safe. Establishing a safe environment in which children can learn and develop within an ethos of openness;
- **Early Identification** – acting on the identification of additional needs immediately; undertaking an early help assessment; leading on the development of a plan and coordinating a team to support the agreed actions. Voluntary agreement with families
- **Supporting vulnerable pupils** - supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse and exploitation for many reasons
- **Preventing unsuitable people from working with children** - ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

We will follow the procedures set out by the Medway Safeguarding Children's Board and take account of guidance issued by the Department of Education (DfE):

- Safeguard and promoting the welfare of children is everyone's responsibility.
- Protect children and young people at our academies from maltreatment and exploitation
- Prevent impairment of our children and young people's health or development.
- Ensure that children and young people at our academies grow up in circumstances consistent with the provisions of safe and effective care.
- Offering children a balanced curriculum including PSHE (Personal, Social and Health Education); RSE (Relationships and Sex Education)
- Offer children and young people a balanced curriculum through online activities, enabling them to enhance their skills and knowledge whilst understanding the risks.
- No single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action.
- Undertake the role so as to enable children and young people at our school to have best outcomes. To consider at all times the best interests of the child/ren.
- We have a clear understanding of our staffing group knowledge and understanding to embed safeguarding through systems so that safeguarding is a robust element of our academies.
- Clear monitoring and reviewing process that the Governance arrangements of the school manage/develop.
- Governing bodies and proprietors should ensure that the academies contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that the academies understand their role in the new safeguarding partner arrangements.
- The voice of the child is evident in case files and informs academy policy developments.
- This policy has been developed to give clear direction to staff, volunteers, visitors/contractors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all our children at our academies.
- We have a commitment to safeguarding/child protection in a multi-agency environment.
- This policy is read in conjunction with the behaviour policies at both academies.
- The first step is to be alert to the signs of abuse, exploitation and neglect, to have read this document and to understand the procedures set out in our

academies and the Medway Safeguarding Children's Board. As a staff member you should also consider what training would support you in your role to fulfil this duty.

3.0 ETHOS

3.1 The child's welfare is of paramount importance, we are a student-centred organisation.

3.2 We maintain a professional attitude of 'it could happen here' where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in conjunction with our school culture of prevention, protection and support.

3.3 Our academies will continue to maintain an ethos where students feel secure, are encouraged to talk, are listened to and feel safe. Students at our academies are encouraged to talk freely with any staff member at our academies if they are worried or concerned about something. We follow the below guidance: [what-to-do-if-you-are-worried-a-child-is-being-abused](#)

3.4 Raising awareness of child protection issues and equipping children with the language and skills needed to keep them safe. Establishing a safe environment in which children can learn and develop within an ethos of openness.

3.5 Ensuring staff are alert to identifying and acting on additional needs can be preventative in matters escalating to serious safeguarding concerns and will ensure through assessment of the whole family needs that support is coordinated immediately.

4.0 SAFEGUARDING DEFINITIONS

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our academies play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We also have developed systems as described in [Working-Together-to-Safeguard-Children 2018](#) to form a wider system and prevent concerns from escalating.

The academies follow the [Medway Safeguarding Children's Board](#) policies and procedures.

5.0 ROLES and RESPONSIBILITIES

5.1 The Trustee Body/Principal is accountable for ensuring the effectiveness of this policy and compliance. The Trustee body has a named champion within Safeguarding; this is Mr Ingram (Trustee Safeguarding Lead). The nominated trustee will take the lead role in ensuring that the academies have effective policies which interlink with related policies; that locally agreed procedures are in place and being

followed; and that the policy and structures supporting safeguarding children are reviewed annually.

5.2 The Trustee Body/ Principal have appointed Mrs Ansell-Burford as the Designated Safeguarding Lead (DSL) at Brompton Academy and Rhian Watts at Chatham Grammar School for Girls, who are both part of the Senior Leadership Team. They will monitor this post to ensure post holder has the time and resources required to fulfil the duty. Trustee Body/ BA Principal have appointed Ms Wood as the Deputy Designated Safeguarding Lead (DSL) at BA.

5.3 The Designated Safeguarding Lead (Designated Safeguarding Lead)/Deputy Designated Safeguarding Lead job description (Deputy Designated Safeguarding Lead) (appendix B KCSIE 2018) has been added to staff members job description. The Trustee body and all staff have a responsibility to read and understand the implications of the content of “Keeping Children Safe in Education” (2018) and must sign to demonstrate that they are compliant with this expectation.

5.4 The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead have the knowledge, understanding to carry out their roles appropriately. The designated safeguarding lead training is compliant with [MSCB training programme](#). DSLs have up to date certificates.

5.5 The Trustee Body ensures that the designated safeguarding lead understands they have the responsibility in leading safeguarding and child protection across the academies. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the academies on child welfare and child protection. The designated safeguarding lead/deputy designated safeguarding lead officer receives appropriate and regular supervision from senior leadership team or external services.

5.6 Role and Responsibilities of the Designated Safeguarding Lead:
The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school, including:

- Co-ordinating safeguarding action for individual students
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system
- Representing or ensuring the academies are appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring each academy's part in Child in Need / Child Protection plans
- Organising training for all staff at both academies.

It is the responsibility of the DSL to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with parents / carers in most cases) on the appropriateness of

referrals to partner agencies and services. To help with this decision she/he may choose to consult with the Area Children's Adviser (Education). Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services or other services is made.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, advice should be sought direct from the Children's Safeguard Team by an alternative senior member of staff.

5.7 The DSL and Principal will ensure regular reporting on safeguarding activity and systems in both academies to the trustees. The Trustee Body will not receive details of individual student situations or identifying features of families as part of their oversight responsibility.

5.8 The Trustee Body ensures the academies are compliant with section 175 of the Education Act 2002 which requires the governing bodies of maintained Schools and Further Education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the Education Act 2002 and the Education Regulations 2003 requires proprietors of Independent Schools (including Academies and Free Schools) to have arrangements for safeguarding and promoting the welfare of pupils at the academies. The Trustee body returns their 175/157 report to the Local Authority/Medway Safeguarding Children Board. Any areas of concern in safeguarding are identified and action plan/risk assessment is developed annually. The Trustee body ensures that both academies contribute to inter-agency working in-line with [Working-Together-to-Safeguard-Children](#) (2018) appropriately.

5.10 The Trustee body ensures safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: [Safeguarding Children and Safer Recruitment in Education Booklet](#)).

5.11 Trustee body/Principal ensures there is a current whistle blowing policy and that staff have received a copy and have the opportunity to raise concerns in line with KCSIE 2018. There is a culture evident in both academies to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

5.12 The Trustee body/ Principal ensures all staff are aware of the NSPCC (National Society for the Prevention of Cruelty to Children) [whistleblowing-helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

[Medway Professionals Procedures whistle blowing arrangements for safeguarding children](#)

5.13 The Trustee body/ Principal has a schedule of policies and procedures and set reviews timetabled annually to ensure they are current. The Trustee body and designated safeguarding lead coordinate the updates with training schedules to support the culture of learning for all staff/volunteers. The academies update parents of new policies updates through website.

5.14 The Trustee body/ Principal have ensured teaching staff are aware of their responsibility in reporting the disclosure of Female Genital Mutilation (FGM) that appears to have been carried out directly to Police (KCSIE 2018). Further guidance can be sourced at [Government publications mandatory-reporting-of-female-genital-mutilation-procedural-information](#). Teaching staff have a requirement to update the designated safeguarding lead of the notification to Police. Further guidance to be found on [multi-agency-statutory-guidance-on-female-genital-mutilation](#) (Female Genital Mutilation Act 2003) [Medway policies and procedures](#).

5.15 The Trustee body must have identified a number of Deputy Designated Safeguarding Leads who are trained at the same standard as the Designated Safeguarding Lead (KCSIE 2018). The Designated Safeguarding Lead can delegate activities to the Deputy Designated Safeguarding Lead yet the ultimate responsibility still remains with the Designated Safeguarding Lead, the lead responsibility is never delegated. In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will take on Safeguarding lead with clear direction from the Senior Leadership Team.

BA Designated Safeguarding Lead is Mrs Ansell-Burford

BA Deputy Designated Safeguarding Lead is Ms Wood

BA Safeguarding Officer is Mrs Cairns

BA Safeguarding Officer is Mrs Gardiner

BA Designated Safeguarding Lead is Mr Richter

CGSG Deputy Designated Safeguarding Lead at CGSG is Ms Watts

6.0 DESIGNATED SAFEGUARDING LEAD/ DEPUTY DESIGNATED SAFEGUARDING LEAD

6.1 The Designated Safeguarding lead will carry out their roles in accordance with [Keeping Children Safe in Education 2018](#)

6.2 Management of referrals: The designated safeguarding lead continually develops an understanding of the community the school serves, the risks and resilience. The designated safeguarding lead will have an understanding of staffing, volunteers and Governance arrangements and training needs for safeguarding across the school updating the Trustee body and Principal every term.

6.3 Refer cases of suspected abuse to Local Authority children's social care (First Response and Assessment service) as required, an appropriate representative will represent School at child protection conferences and core group meetings.

Completing [Strengthening Families multi-agency conference report template](#), the Designated and/or Deputy Safeguarding lead will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

6.4 Designated or Deputy Safeguarding Lead will support staff that make referrals to local authority children's social care, First Response; Multi agency Safeguarding Hub (MASH). Schools have access to a first response no name consultation for guidance on thresholds.

6.5 Designated Safeguarding Lead will refer cases to the [Channel programme](#) where there is a radicalisation concern as required; also support staff that make referrals to the Channel programme; completing appropriate risk assessments. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

6.6 Designated Safeguarding Lead will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

6.7 Designated Safeguarding Lead will refer cases where a crime may have been committed to the Police as required.

6.8 Designated Safeguarding Lead will be responsible to ensure there are maintained, robust systems to monitor and record training of all staff, volunteers, they will be reviewed annually and refresher time scales of training are evident.

Training is delivered in-line with [Training-Quality-programme](#). This will include bulletins, briefings and inset day training as well as external events attended. Regular updates are shared with staff and there is a system to record these communications.

6.9 Designated Safeguarding lead will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child, how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

6.10 Designated safeguarding Lead monitors the paper/electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, and timely, also assessment/referrals are made appropriately. The recording and storing of information is kept in-line with [the-data-protection-act](#). Safeguarding and child protection records are kept separate from academic records; there is a clear recorded process of transfer of records to new schools. A chronology case management system is at the front of all child/ren files; this gives clarity on summary/recognition of cumulative low level concerns which need to be monitored/raised. Schools governance body ensures that staff who need to share ‘special category personal data’ are aware that the Data Protection Act 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

6.11 Designated Safeguarding Lead has developed systems for case management which are detailed, accurate, secured either through written/electronic records of concerns or referrals. There is a system to monitor the quality of records through auditing of case files on a scheduled basis. Systems are compliant with [the-data-protection-act](#) and in line with [data protection: toolkit for schools](#).

6.12 Designated Safeguarding Lead has a clear system for Child Protection (Children’s Act 1989 section 47), Child in Need (Children’s Act 1989 section 17), [Early Help transformation team](#) (EHA) files being removed from acadmies and returned; for what purpose e.g. case review meeting, [SCR](#) (Serious case reviews), [DHR](#) (Domestic Homicide Reviews).

6.13 Designated Safeguarding Lead will share risks and resilience of student proportionately with staff members/volunteers on a “need to know and in the child’s best interest” and this is recorded and monitored to ensure risks/progress of student is understood. The Designated Safeguarding Lead will clearly state reasons for sharing this information and that this is carried out in strict confidentiality, we follow [safeguarding-practitioners-information-sharing-advice](#).

6.14 Designated Safeguarding Lead ensures systems are in place to induct new staff/trustees are robust and monitored and non-compliance is shared with Senior Leadership Team/Trustee body. Designated Safeguarding Lead will ensure induction policy is updated annually in-line with [Keeping Children Safe in Education 2018](#).

6.15 Designated Safeguarding Lead understands and supports the Academy with regards to the requirements of the [Prevent duty](#) and is able to provide advice and support to staff on protecting children from the risk of radicalisation. The academies' on-line safety policy links with this policy ([BA E Safety Policy](#)/ [Medway policy and procedures](#)).

6.16 All staff will have access to resources/bulletins and attend any relevant or refresher training courses to update their professional development within safeguarding. Designated Safeguarding Lead coordinates this centrally. The Teachers' Standards 2012 [teachers-standards](#) state that teachers, including Principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff are encouraged to have MSCB as their favourite on their computer and to access updates regularly as part of professional development and [Training-Quality-Strategies](#).

6.17 Designated Safeguarding Lead/Trustee body/ Principal encourages a culture of listening to children and taking account of their wishes and feelings, all staff will assist with any measures the academy may put in place to protect them. Designated Safeguarding Lead has developed systems to record these and ensure through case reviews the child/ren's voice have been heard/recorded using [Medway Professionals Procedures](#)

6.18 Working with others: Designated Safeguarding Lead will liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

6.19 Designated Safeguarding Lead / Deputy Safeguarding Lead notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation. A student who does not attend without explanation on the am session for school; this will be followed up within 24 hours.

6.20 Designated Safeguarding Lead as required will liaise with the "case manager" and the LADO (Local Authority Designated Officer) at the local authority for child protection concerns (all cases which concern a staff member).

6.21 Designated Safeguarding Lead will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for all staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

6.22 Designated Safeguarding Lead will inform where a parent/carer chooses to remove their child/ren from school to Elected Home Educators ([EHE](#)) the school will make arrangements to pass any safeguarding concerns to the EHE Team within Medway Council and inform other professionals who are involved.

6.23 The Academy at times may require further assistance from [interpreters](#) to support child and families; we will always use services to support us. These services will be accessed with support of the Designated Safeguarding Lead or through the Academy's SENCO.

7.0 WORKING WITH PARENTS/CARERS

7.1 The Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of child/ren and to support them to understand our statutory responsibilities in this area.

7.2 When new students join one of our academies, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request; it is available on the academy websites. Parents and carers will be informed of our legal duty to assist our colleagues/ other agencies with child protection enquiries and what happens should we have cause to make a referral to [Early Help Service](#) or other agencies.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child/ren.

7.4 We will seek to share with parents/carers any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a child will not prevent the Designated or Deputy Safeguarding Lead making a referral to Children's Social Care and Multi – Agency Risk Assessment Conference (MARAC) in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the academies require parents/carers to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- To hold two emergency contact numbers;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent/carer to collect the child from school (if different from the above)

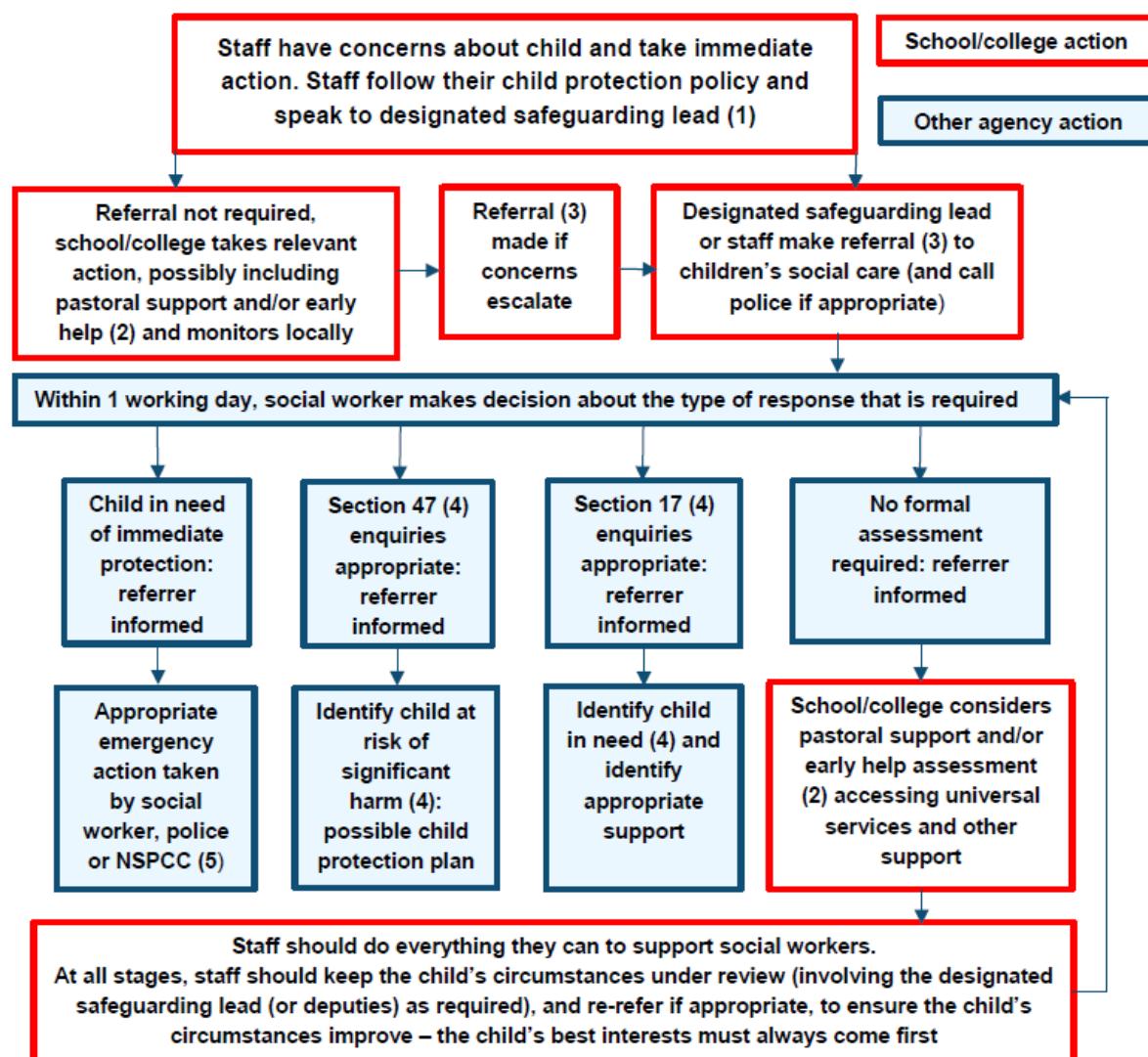
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, contact orders, non-molestation orders, court orders, Multi – Agency Risk Assessment Conference (MARAC).

7.6 The academies will retain this information on the student file. The academy will only share information about students with adults who have parental responsibility for a student or where a parent/carer has given permission and the academy has been supplied with the adult's full details in writing.

7.7 In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. At times we will use the portal - school2school.

8.0 PROCEDURES FOR MANAGING CONCERNs

Actions where there are concerns about a child



8.1 All staff know that it is their responsibility to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead and Safeguarding Team to build up a picture and access support for the child at the earliest opportunity. Further guidance can be found at [Medway early help service strategy](#) document.

8.2 The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information. Following guidance [What to do if you're worried a child is being abused-Advice for Practitioners](#). If a child reports, following a conversation you have initiated or otherwise, that they are being abused and/or neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place.

8.3 All concerns about a child/ young person or family should be reported without delay and recorded in writing/electronic system using agreed template/electronic system. Informing the Designated Safeguarding Lead and Safeguarding Team, following Academies' procedures.

Following receipt of any information raising concern, the Designated or Deputy Safeguarding Lead will consider what action to take and seek further advice from First Response and Assessment Service. All information and actions taken, including the reasons for any decisions/actions made, will be fully documented on child's record.

It is not the responsibility of the academies to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, will have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

Staff members are encouraged if they have any concerns about a child they will need to have a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care (using portal) or Police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Medway Safeguarding Children Board.

8.4 If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible. The local

authority should make a decision within one working day of a referral being made about what the next stages are.

8.5 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outline in this policy or MSCB should raise their concerns with the Academy Principals/Trustee Body/Trustee Safeguarding Lead. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact First Response and Assessment Service directly with their concerns using link below.

The below hyper link directs you to your local children's social care contact number; [Report-child-abuse-to-local-council](#)

8.6 [Escalation Procedure \(Professional Disagreement\)](#) - Medway Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached. The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the academy's Designated Safeguarding Lead.

9.0 EARLY HELP

9.1 Designated Safeguarding Lead will ensure staff are aware of the [Medway Early Help outcome plan 2015-2020](#)/process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, undertaking an early help whole family assessment, coordinating the development of a whole family plan, or supporting others who are leading by sharing information with other professionals to support early identification and assessment and ensuring identified outcomes are met. They will potentially be identified as the early help lead(s) for the academies.

9.2 Every member of staff including volunteers working with children at our Academy are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. Any child may benefit from early help, yet staff should be particularly alert to potential need for help for a child who:

- Is disabled and has a specific additional needs;

- Has educational needs whether or not they have a statutory Education Health and Care plan)
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is a young carer
- Is frequently missing/goes missing from care or home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- Is misusing drugs and alcohol
- Is in family circumstances presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- is a privately fostered child

9.3 Early help is a key part of a wider continuum of engagement with families and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early help.

9.4 Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or development progress is being met
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Child/ren do not meet MSCB safeguarding threshold yet concerns are emerging e.g. attendance, behavioural, social or physical wellbeing academic progress.

9.5 The academy EHA lead may need to request the support of Medway Council Early Help Transformation Team (EHTT) for support to undertake the EHA or to bring in further specialist support for certain issues for the whole family that could be impacting on the development of the child (housing/debt/worklessness; criminal activity; substance misuse or mental health; domestic abuse). The Academy will inform the Early Help Co-ordinator when an EHA has been started, and when it is closed, irrespective of whether or not there is an EH worker involved with the family. This is so that a record of that involvement can be maintained on school system.

Guidance on responding to a child disclosing abuse:

The following list should be used as advice for teachers in the event that a child discloses information relating to abuse that they may be suffering:

*** Stay calm**

- * **Listen carefully** to what is said
- * **Do not promise to keep secrets** –find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others. *NB: If the child is Fraser competent (i.e.)* Professionals working with children need to consider how to balance children's rights, wishes and sharing information with their responsibility to keep children safe from harm. Underage sexual activity should always be seen as a possible indicator of child sexual exploitation. Sexual activity with a child under 13 is a criminal offence and should always result in a child protection referral.
- * **Allow the child to continue at her/his own pace**
- * **Only ask questions for clarification purposes** –at all times avoid asking questions that suggest a particular answer:
- * **Reassure** the child that they have done the right thing in telling you
- * **Tell them what you will do next** and with whom the information will be shared
- * **Record in writing what was said** using the child's own words as soon as possible –note date, time, any names mentioned and to whom the information was given and ensure that the record is signed and dated. In the case that a child or adult discloses any information regarding abuse that they may have suffered, the information should be passed onto the academy's Designated or Deputy Safeguarding Lead. If the Designated Safeguarding Lead is not available, seek support from other members of the Safeguarding Team, any urgent concerns should be passed on to the relevant Children's Services authority or the Police.

10.0 TYPES AND SIGNS OF ABUSE and EXPOLITATION

10.1 Academy staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another for further guidance: [Promoting the welfare of children](#)

10.2 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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 from 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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

11.0 KEEPING CHILDREN SAFE IN EDUCATION (2018) SPECIFIC SAFEGUARDING ISSUES:

11.1 All staff in our academies have an awareness of safeguarding issues, further information in annex 1. We enable our staff to be aware that behaviours linked to the likes of drug taking, alcohol abuse, homelessness, county lines, children with family members in prison, children and court system, truanting and sexting that put children in danger. All staff are aware of the Designated Safeguarding Leads who are the experts within our academies to support staff, volunteers and Trustee body for further support.

11.2 All staff are aware safeguarding issues can manifest themselves via [peer on peer](#) abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults; and sexting (also known as youth produced sexual imagery). Further guidance on peer on peer abuse can be found in behaviour policy and procedures which includes issues on:

- bullying (including cyberbullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

11.3 Safeguarding incidents and/or behaviours can be associated with factors outside the academies and/or can occur between children outside the academies. All staff, but especially the designated safeguarding lead should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

11.4 Expert and professional organisations are supportive of schools in providing up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES](#) , [MindEd](#), Medway [MSCB](#) and the [NSPCC](#) websites. For further details and hyperlinks see appendix 1

11.5 The academies are aware of the advice on what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur, or is alleged to have occurred. Trustee bodies and proprietors should be aware that the Department for Education has published detailed advice to support schools and colleges. Support staff understand the indicators of sexual violence and sexual harassment, related legal responsibilities and advice on a whole - academy approach to preventing child on child sexual violence and sexual harassment.

12.0 CHILD PROTECTION CONFERENCES

12.1 Section 17- A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Section 47- Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female

genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children [Medway Managing-Individual-Cases](#)

If there are section 47 enquiries during Academy Holidays - If an allegation / concern of abuse or neglect occurs during academy holidays the relevant Children's Social Care Services (Medway) social worker should make direct contact with the relevant academy. When possible, contact should be with staff whom have first-hand knowledge of the child and access to academy records following [MSCB](#) procedure.

12.2 [Children's Services](#) will convene a [Child Protection conference](#) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

12. 3 Designated Safeguarding Lead/Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. In any event, the person attending will be required to provide as relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

12.4 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by [MSCB](#). The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development, the child's presentation at the academy. In order to complete such reports, all relevant information will be sought from staff working with the child in the academy through the Designated or Deputy Safeguarding Lead.

12. 5 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents/carers than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Early Help Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents. [MSCB](#) has developed some guidance and leaflets for parents and young people about conferences.

12. 6 Child in Need (section 17)

A ‘Child in Need’ referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required using [Medway Threshold document](#)

12.7 Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child/ren are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- If they are disabled.
- Where prevention strategies have been designed and monitored without desired outcomes being met.

12. 8 If the Designated Safeguarding Lead considers that the welfare concerns indicate that a ‘Child in Need’ referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response and Assessment Service [Medway Thresholds-for-Intervention-Guidance](#) or the appropriate social care team if a different authority; to request an assessment. If parents refuse to give consent, but the child’s needs are not being met, the Designated Safeguarding Lead may discuss the issues with the First Response and Assessment Service; as this may escalate concerns.

12. 9 Appropriate academy staff should be invited to participate in Child in Need (CIN) meetings convened by Children’s Social Care when children are deemed to require section 17 services.

13.0 CURRICULUM

13.1 Throughout our curriculum at both academies we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. In the early years of the academy this is covered through our Key curriculum lessons, developing into PPD in the middle school. Academy assemblies are held regularly and are based around identifying risks and staying safe through assemblies covering on line safety, behaviour when socialising, road safety etc. Guest speakers such as the local police team are invited in to give bespoke talks on any issues that are prevalent.

13.2 It is the responsibility of every staff member, supply staff, volunteer and regular visitor to the school to carry out the requirements of this policy so that we can

provide a safe environment in which children can learn, this is covered in induction. Through the Academy's website there is guidance for Parent and Carers and students on Online-safety ([E safety advice for parents/carers and students](#))

13.3 We provide a varied curriculum through PPD, Key Curriculum, Personal Tutoring, SMSC, British values, on-line safety, assemblies, and visitors. Visit the Academy's website.

13.4 As an Academy Trust we are passionate in the ways we encourage children to learn and share their views. There is an extensive pastoral team who all students develop strong working relationships with, a student voice who meet regularly to discuss issues students would like to raise around the academy and a personal tutor set up for each child, where weekly meetings are held and act as a further opportunity for students to raise ideas or concerns. Students are able to discuss views in Personal Tutoring that is held daily.

14.0 EDUCATIONAL VISITS

Brompton Academy and Chatham Grammar School for Girls:

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this academy policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

15.0 INTIMATE CARE (not applicable at Brompton Academy currently)

Link to external policy (<https://www.health-ni.gov.uk/publications/intimate-care-policy-and-guidelines-regrading-children>)

16.0 CHILDREN WITH MEDICAL NEEDS (including administering medicine)

Our school will adhere to [supporting pupils at school with medical conditions](#) (updated 2015, 2017) working with parents/carers to ensure:

- Students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Trustee bodies must ensure that arrangements are in place in both academies to support students at each academy with medical conditions.
- UKAT ensure that academy leaders consult health and social care professionals, students and parents/carers to ensure that the needs of children with medical conditions are properly understood and effectively supported.

- Asthma policy - [Emergency-asthma-inhalers-for-use-in-schools.](#) Students will be administered emergency Asthma inhaler if they are known to have the medical condition with valid evidence.

17.0 SAFER RECRUITMENT, and DBS CHECKS

17.1 Trustees will ensure that the Principal and at least one member of the Trustee Body have completed appropriate safer recruitment training. At all times the Principal and Trustee Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2018). The Academies will ensure that at least one member of any academy interviewing panel has passed the Safer Recruitment Training.

17.2 Safer recruitment procedures will include the requirement for appropriate checks in line with national guidance ([Schools recruitment Safeguarding Children and Safer Recruitment in Education Booklet](#))

17.3 At the academies, we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. Each academy will question the contents of the application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks; we may use other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

17.4 The academies will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly. The Trustee Body will check the SCR on a half term basis and record inaccuracy and actions; reporting this to Senior Leadership Team and Governance.

18.0 SAFER WORKING PRACTICE

18.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

18.2 All staff including supply teachers/volunteers will be provided with a copy of our Academy's Code of Conduct at induction. They will be expected to know our academy's Code of Conduct and policy for positive handling of students; they carry out their duties in accordance with this advice. There may be occasions when some form of physical contact is inevitable, for example if a child has an accident, is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for de-escalation/safe restraint must be adhered to. A list of

staff that have accessed (Please insert) physical intervention training will be kept by the Principal/Designated Safeguarding Lead and updated in-line with [use of reasonable force](#) DfE guidance. All incidents will be recorded in-line with guidance.

18.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in the academy, who they are with, for how long. Doors, ideally, should have a clear glass panel in them and be left open.

18.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Educational settings](#)', DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

19.0 EDUCATIONAL VISITORS TO SCHOOL

19.1 The academy will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. We follow guidance for non-regulated activities. ([DBS Policy Section 4 page 12](#))

In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents/carers, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2018
- We have clear visitors’ procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the academies. All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.
- If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
- Visitors are expected to sign the visitors’ book and wear a visitor’s badge.
- All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the academies any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is

not seeking to disseminate extremist views or radicalise students or staff.

Visitors' policy links with the [Prevent duty](#)

This policy links with the Prevent duty

(<https://www.gov.uk/government/publications/prevent-duty-guidance>)

20.0 MANAGING ALLEGATIONS AGAINST STAFF, VOLUNTEERS and PEER on PEER

20.1 The Trustee body ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and Principals.

20.2 Our aim is to provide a safe and supportive environment that secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Peer-on-peer abuse is captured in four key definitions (Firmin 2013a):

1. The definition for domestic abuse ([Home Office 2016](#)) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
2. [The definition for child sexual exploitation \(2017\)](#) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
3. The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
4. Serious youth violence is defined with reference to offences (as opposed to relationships getContexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

20.3 The term peer-on-peer abuse can refer to all of these definitions. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

20.4 Our response to peer on peer abuse needs to have a holistic assessment of both/all of the young people's needs; an assessment of the 'perpetrator' of the abuse will also be required if they are under the age of 18.

20.5 The assessment of risk, and subsequent interventions with young people, needs to recognise that individual experiences do not cause the abuse that they experience, but may be used by others who have power over them.

20.6 We are clear as an Academy Trust in our understanding of consent:

The Sexual Offences Act 2003 states consent is '*if she or he agrees by choice, and has the freedom and capacity to make that choice*'. There are three important parts to this.

- *choice* – a deliberate decision:
- *Capacity* to consent. E.g. is the person old enough, are they intoxicated by alcohol or affected by drugs?
- whether a person makes their choice *freely*, without manipulation, exploitation or duress.

20.7 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

20.8 We will take all possible steps to safeguard our children and to ensure that the adults in our academies are safe to work with children. We will always ensure that the procedures outlined in *Medway Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of '[Keeping Children Safe in Education](#)', DfE (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01634 331307/331126.

20.9 If an allegation is made or information is received about an adult who works in our setting that indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. If the allegation is regarding the proprietor of the academy, then this needs to be raised with the Designated Safeguarding Lead. Should an allegation be made against the Principal, this will be reported to the Trustee body. In the event that either the Principal or Trustee Body is uncontactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Vice Chair of Trustees/Safeguarding Lead Trustee.

20.10 The Principal or Chair of Trustees will seek advice from the LADO within one working day. No member of staff or the Trustee body will undertake further investigations before receiving advice from the LADO.

20.11 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact **the LADO directly on** 01634 331126

20.12 The academy has a legal duty to refer to the [Disclosure and Barring](#) Service 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

academies, 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 HR the Designated Safeguarding Lead has a responsibility to inform barring service.

21.0 VULNERABLE CHILDREN – including LOOKED AFTER CHILDREN (LAC)

21.1 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from the academies or who go missing from education. We will inform the local authority of any student who fails to attend school regularly, or who has been absent without school permission for a continuous period of 10 school days or more. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Our staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

21.2 As an Academy Trust we are aware that the potential for children with Special educational needs and disabilities (SEN-D) may have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs that may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you 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. [MSCB](#) guidance

21.3 Heightened vulnerability is linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a school partner/friend
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

21.4 All children, including disabled children and children with impairments and additional needs, deserve the opportunity to achieve their full potential. In support of this it is important that their needs are considered in the same way as for any other child and as outlined in Working Together to Safeguard Children 2018.

21.5 Children have said that they need:

- Vigilance: to have adults notice when things are troubling them;
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- Stability: to be able to develop an on-going stable relationship of trust with those helping them;
- Respect: to be treated with the expectation that they are competent rather than not;
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans;
- Explanation: to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative;
- Support: to be provided with support in their own right as well as a member of their family;
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

21.6 The academy Trustee body has appointed a designated teacher who works closely with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Looked after children: Medway's Virtual School for Looked After Children provides support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments. Initiated by *Care Matters, Time for Change* (2007), all Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).

22.0 The role of the designated teacher within the academies [Designated-teacher-for-looked-after-children 2018](#)

The designated teacher plays a crucial role leading the responsibility for helping academy staff understand the things which affect how looked after children learn and achieve.

The designated teacher should:

- Promote culture of high expectations and aspirations for how looked after children learn
- Makes sure the young person has a voice in setting learning targets be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the academies.

The LAC designated teacher at BA is Paula Leyland

The LAC designated teacher at CGSG is Rhian Watts

Guardianship Lead at BA is Paula Leyland

Guardianship Lead at CGSG is Rhian Watts

Adoption Lead at BA is Paula Leyland

Adoption Lead at CGSG is Rhian Watts

22.0 WORKFORCE and DEVELOPMENT

22.1 As a Trust we have a clear framework for supporting and training our staffing group. On an annual basis all staff receives an appraisal/performance management that includes identification of training needs across the safeguarding agenda highlighted in Keep Children Safe in Education 2018. Teaching standards define the role and responsibility of teaching staff to continually develop their knowledge and understanding and as an Academy Trust we develop this as part of our working culture. As an Academy Trust on an annual basis we have a recorded training schedule developed to meet the needs of the staffing group for knowledge and understanding to enable a robust culture in safeguarding and agendas consistently across the school.

22.2 We have a clear inductions process for staff, volunteers and Governors that includes safeguarding roles, responsibilities and processes. This includes the Code of Conduct, basic safeguarding training, the role of the Designated Safeguarding Lead officer, signs and symptoms of abuse, how to manage a disclosure from a child, how to record, issues around confidentiality.

22.3 Section one of Keeping Children Safe in Education 2018 requires all staff, volunteers and Governance body receive a copy and briefing sessions on implementation. [Governance](#) Body, Principals, Middle Management and Designated Safeguarding Lead all receive full document and sessions on how this is implemented and monitored by Governance body/Principal, senior leadership team (SLT) and Designated Safeguarding Lead.

22.4 We value our volunteers as part of this and so we offer supervision/reflection time; in the documentation there is a focus on any safeguarding concern/issues raised. These are recorded.

22.5 As a Trust we have developed systems to ensure that staff training and quality assurance systems around safeguarding are robust and monitored by Governance body.

23.0 TRAINING - DESIGNATED SAFEGUARDING LEAD

23.1 The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years in line with MSCB policy. The Designated Safeguarding Lead role is crucial in enabling all staff members to have an understanding of impact and diversity of safeguarding issues. The Designated Safeguarding Lead will develop and monitor systems to update staff, students and families.

23.2 The Designated Safeguarding Lead should undertake Prevent awareness training every 2 years, have clear understanding of risk assessment, and update as appropriately.

23.3 In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; and
- Have an understanding of the lesson learnt from SCR (serious case reviews) and how best to implement the learning.

24.0 RAISING AWARENESS – DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Leads should ensure the academies' child protection policies are known, understood and used appropriately.

24.1 Designated Safeguarding Lead and Governance arrangements should ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

24.2 Designated Safeguarding Leads should ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy;

24.3 Designated Safeguarding Lead has links with the MSCB and has contact names of all academy representatives on the Board and sub groups and can influences the work of the Board. We also as a trust adopt local policies on safeguarding and training opportunities.

25.0 AVAILABILITY OF DESIGNATED SAFEGUARDING LEAD

- During term time the Designated Safeguarding Lead (or a deputy) is available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- As a Trust we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority. (Education Safeguarding Officer)

26.0 COMMUNICATION – CONFIDENTIALITY/INFORMATION SHARING

26.1 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018). The school works closely with social care from the host authority and, where appropriate from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

26.2 As a Trust we are mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) support staff in making decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR).

26.3 The Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care.

27.0 MANAGING COMPLAINTS

27.1 As a Trust we have a complaints policy. As a Trust we encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

27.2 The complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through Ofsted or Education Skills Funding Agency (ESFA).

28.3 Safeguarding concerns should be raised with the relevant academies immediately. If a concern or a child is at immediate risk, then the individual needs to contact First Response and Assessment Service. (See contact details below). All visitors are given a safeguarding leaflet that outlines how to share concerns and also Code of Conduct expected by visitors/contractors.

28.0 SITE SECURITY

28.1 Brompton Academy provides a secure site that is controlled by clear management directives, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. Laxity can cause potential problems to safeguarding; Health and Safety Act 1989 and 2004.

Chatham Grammar School for Girls keeps one vehicular access gate open during the academy day. However, the site team office is situated in the main thoroughfare.

At both academies, staff are expected to remain vigilant and appropriately challenge and report to site manager, any visitors who are not wearing visitors' badges.

- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring visitors are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass may be challenged by any staff member and this will be reported to Senior Leadership Team member.
- Parents, carers and grandparents attending functions have access only through the main entrance, with tickets for visitors for appropriate school events
- Students will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.

- Students should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- Health and safety audit to be completed annually with risk assessment; developed in-line with Prevent duty. This will form part of Governors annual report. Risk management of site security is managed by senior leadership/Governance; school has a clear system of risk assessments and review timescales of these.

Appendix Content

- Appendix 1 Safeguarding Agendas (2018)
- Appendix 2 Related policies list
- Appendix 3 Key Legislation
- Appendix 4 Reference to additional documents

APPENDIX 1

Safeguarding Agendas detailed in KCSIE 2018 (Included in this section are national and local hyperlinks to policy)

Bullying including Cyberbullying - bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. racist or homophobic remarks, threats, name-calling)
- emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)

“The damage inflicted by bullying (including cyberbullying via the internet) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). Information and Communication Technology (ICT), now more commonly referred to as Digital Technology, enables children and young people to learn, play, communicate and explore the world in fantastic new ways and many children and young people are now skilled in using digital technology including computers, tablets, mobile phones and gaming machines. However, with this new technology there are new risks it is important we have understanding around prevention.”

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for

[preventing-and-tackling-bullying](#). Everyone who is responsible for the welfare and safety of children needs to understand what these risks are and how we can all work together to enjoy these new technologies safely. "As in any other area of life, children and young people are vulnerable and may expose themselves to danger - knowingly or unknowingly - when using the internet and other digital technologies. Indeed, some young people may find themselves involved in activities which are inappropriate or possibly illegal. [Medway on line bullying](#) (Section 6C)

Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Sexting – Sexting is when a young person takes indecent images of themselves and sends this to their friends or boy / girlfriends via mobile phones. [Sexting/what-is-sexting](#)

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles. Child exploitation and online protection command ([CEOP](#)) runs Thinkuknow programme provides resources, training and support for professionals who work directly with children and young people.

Child/ren by having in their possession, or distributing images, of an indecent nature of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

[Medway Further-Guidance-for-Practitioners](#)

Children missing education – All professionals working with children, as well as the wider community, can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age [Children-missing-education](#) in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

[Medway Children Missing Education Policy](#)

Child/ren missing from home or care - There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy, and substance misuse. In addition, some children are particularly vulnerable, for example children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home. This is not to presume that the care system necessarily causes young people to run away. In many cases, a pattern of running away may have been established at an early age and may have been a factor in the young person's admission to care. It is also important to remember that the majority of looked-after children do not go missing. [Children-who-run-away-or-go-missing-from-home-or-care](#)

Whilst each case needs to be considered on its merits, children who run away are at a heightened risk of being victims of crime, being sexually exploited, being involved in substance misuse, or of becoming involved in crime and disorder. Additionally, research shows that the level of risk to the individual child escalates with each episode they go missing and repeat episodes have been identified as a significant indicator of high risk to the child or young person. [Medway Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4G)

Child sexual exploitation (CSE) – Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet) (2017).

National Working Group #SaySomething Campaign. [what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](#)

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

[Soft intelligence](#) - form for CSE and Gang, including email address to use.

Domestic violence – Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

[Domestic-violence-and-abuse](#) is a generic term to describe a wide range of intentional behaviours used by one individual to control and dominate another, with whom they have had, wished to have, or are currently in a close intimate, family or other type of relationship. It does not only relate to married or co-habiting couples, and it frequently continues after a relationship has ended. A significant number of women and children are no safer when they leave an abusive home, and for very many it is known that the level of violence and abuse can escalate. [Medway promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Relationship Abuse – Domestic abuse is one of the key priorities of the Community Safety Partnership's throughout Medway. The Community Safety Partnerships, which are made up of multi-agency members, have agreed to use the Home Office definition of domestic abuse:-

[relationship-abuse/what-is-relationship-abuse](#)

However, the Medway Police definition of domestic abuse is:- "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between partners and ex-partners aged 16 years and over, who are or have been intimate partners, regardless of gender and sexuality." [Medway Individuals-who-pose-a-Risk-to-Children](#)

Drugs - there is evidence that children and young people are increasingly misusing alcohol and illegal drugs. [Drugs-advice-for-schools](#) there are many consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Working with Parent who misuse substances [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4Q)

Fabricated or Induced Illness - [safeguarding-children-in-whom-illness-is-fabricated-or-induced](#) - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

1. **Fabrication** of signs and symptoms, including fabrication of past medical history.
2. **Fabrication** of signs and symptoms and **falsification** of hospital charts, records, letters and documents and specimens of bodily fluids.
3. **Induction** of illness by a variety of means. Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. The emotional impact of this on the child should always be considered. There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health

professional who is involved with the child. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Faith abuse – [National-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](#)

Links to faith or belief includes: beliefs in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and Dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number that is believed by some to allow malevolent spirits to enter the home. Abuse linked to a belief in spirit possession can be hard for professionals to accept and it may be difficult to understand what children are likely to be experiencing; it can often take a number of visits or contacts to recognise such abuse. [Medway Guidance-for-Practitioners](#)

Female genital mutilation (FGM) – [Multi-agency-statutory-guidance-on-female-genital-mutilation](#) FGM is known by a number of names including “female genital cutting”, “female circumcision” or “initiation”. The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits. There is a mandatory reporting duty for staff specifically for FGM as stated by the [Serious Crime Act 2015](#).

FGM is also linked to domestic abuse, particularly in relation to „honour based violence“. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section M)

Forced marriage - [Guidance forced-marriage](#) There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person’s parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be ‘one chance to save a life. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4L)

Gender-based violence/violence against women and girls (VAWG) - [violence-against-women-and-girls](#)

Too many women are still victims of domestic and sexual violence. We must help young people to understand what a healthy relationship is and to re-think their views of controlling behaviour, violence, abuse, sexual abuse and consent.

[Strategy-to-end-violence-against-women-and-girls-2016-to-2020](#)

Hate - [Educate against hate](#) A hate crime is a crime committed against someone because of their:

- disability
- race or ethnicity
- religion or belief
- sexual orientation
- transgender identity
- alternative subculture

Gangs and youth violence - [Advice-to-schools-and-colleges-on-gangs-and-youth-violence](#)

The Policing and Crime Act 2009 ('the 2009 Act') contains provisions for injunctions to prevent gang-related violence and gang-related drug dealing activity to be sought against an individual; these were commenced in January 2011.

The Crime and Security Act 2010 contains provisions for breach of an injunction to be enforced against 14 to 17 year olds; the Crime and Courts Act 2013 moved jurisdiction for these proceedings from the County Court to the Youth Court.

The Serious Crime Act 2015 contains provisions that amend the statutory definition of what comprises a "gang", as defined in section 34(5) of Part IV of the Policing and Crime Act 2009, and expands the scope of the activity a person must have engaged in, encouraged or assisted, or needs to be protected from, before a gang injunction can be imposed to include drug dealing activity. Locally, the following definition of gangs, as included within Dying to Belong (Centre for Social Justice, 2009), has been adopted:

A relatively durable, predominantly street-based group of young people who:

- (1) See themselves (and are seen by others) as a discernible group, and
- (2) Engage in a range of criminal activity and violence

They may also have any or all of the following factors:

- (3) Identify with or lay claim over territory
- (4) Have some form of identifying structural feature
- (5) Are in conflict with other, similar, gangs.

[MSCB guidance](#)

Mental health - [Mental-health-and-behaviour-in-schools](#) This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to

support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Parenting capacity and mental health [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Homeless - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Missing Children and Adults strategy - [Missing-children-and-adults-strategy](#)

Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation.

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Private Fostering – A privately fostered child, being under the age of 16 (18 if disabled), is cared for and provided with accommodation by someone other than: a parent, person with parental responsibility or a close relative- defined in the [Children-act-1989-private-fostering](#) or the Safeguarding Vulnerable Groups Act 2006 as a grandparent, brother, sister, aunt or uncle (whether of full blood or half blood or by marriage) or by step parent. The intention should be that the placement lasts for 28 days or more. As a school if we make private fostering arrangements we will request that DBS checks are requested by the regulated activity provider (foreign exchange students). [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Child Criminal exploitation: [County Lines](#) - Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

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

Sexual violence and sexual harassment between children - Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Preventing Radicalisation –[Prevent-duty-guidance](#) The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children of all ages, young people and adults to involve them in terrorism or activity in support of terrorism. Violent Extremism is defined by the Crown Prosecution Service (CPS) as: "The demonstration of unacceptable behaviour by using any means or medium to express views, which: Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts; Encourage other serious criminal activity or seek to provoke others to carry out serious criminal acts or foster hatred which might lead to inter-community violence in the UK."

- [Medway Guidance-for-Practitioners](#)
- <https://www.kent.gov.uk/about-the-council/strategies-and-policies/community-safety-and-crime-policies/contest/prevent#>
-
- prevent@kent.pnn.police.uk

Trafficking – [Safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components –movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not

s/he has been deceived, because it is not considered possible for children to give informed consent.

'Child' refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<u>What to do if you're worried a child is being abused</u>	DfE advice
	<u>Domestic abuse: Various Information/Guidance</u>	Home Office
	<u>Faith based abuse :National Action Plan</u>	DfE advice
	<u>Relationship abuse: disrespect nobody</u>	Home Office website
Bullying	<u>Preventing bullying including cyberbullying</u>	DfE advice
Children and the courts	<u>Advice for 5-11-year olds witnesses in criminal courts</u>	MoJ advice
	<u>Advice for 12-17 year old witnesses in criminal courts</u>	MoJ advice
Children missing from education ,home or care	<u>Children missing education</u>	DfE statutory guidance
	<u>Children missing from home or care</u>	DfE statutory guidance
	<u>Children and adults missing strategy</u>	Home Office strategy
Children with familymembers in prison	<u>National Information Centre on Children of Offenders</u>	Barnardo's in partnership with her Majesty's Prison and Probation Service (HMPPS)advice
Child Exploitation	<u>County Lines: criminal exploitation of children and vulnerable adults</u>	Home Office guidance
	<u>Child sexual exploitation: guide for practitioners</u>	DfE
	<u>Trafficking: safeguarding children</u>	DfE and HO guidance
Drugs	<u>Drugs: advice for schools</u>	DfE and ACPO advice
	<u>Drug strategy 2017</u>	Home Office strategy
	<u>Information and advice on drugs</u>	Talk to Frank website

	<u>ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention</u>	Website developed by Mentor UK
"Honour Based Violence"	<u>Female genital mutilation: information and resources</u>	Home Office

(so called)		
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy
Searching, screening and confiscation	Searching Screening and Confiscation Advice	DFE guidance

De-escalation - Restrictive Physical intervention – The expectation is that as far as possible schools and young people's settings and services will be restraint free.

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Poorly or incorrectly used, restrictive physical interventions are a source of risk to the young person and members of staff. The correct use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the individual. Schools and settings should take all reasonable actions to reduce the potential need to use restrictive physical interventions as far as practicable.

An individual behaviour support plan (which may support or be part of an Individual Healthcare Plan) should be written for children and young people whose behaviour presents a significant challenge. This plan should detail the steps that are being taken to address the individual’s particular social, emotional and learning needs. It should also include the steps that staff should take to de-escalate challenging situations as well as what they should do if these steps are not successful (‘an incident management plan’). The individual behaviour support plan should consider risks and how they are being minimised and managed.

Reduction in the need to use Restrictive Physical Interventions is achieved by analysing the interactions between each young person/pupil and their environment, which identifies potential triggers that need to be avoided at critical periods. This involves:-

- As a school we consider our actions under the duties of Equality Act 2010 36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools/colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.
- Helping young people to avoid possible situations known to provoke challenging behaviour;
- Developing staff expertise in working with individuals that present challenges;
- Understanding that behaviour is often a method of communication.

On Line Safety – the use of technology has become a significant component of many safeguarding issues. The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop curriculum developing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

[Medway Further-Guidance-for-Practitioners](#)

[Children's commissioner](#) - publications

The governance body and Head Teacher have systems in place to limit child/ren exposure to safeguarding issues through IT safeguards. We have filters and monitoring systems in place and these are regulated and risk assessed as part of the prevent duty. We have an online safety policy (inset hyper link- school) that identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Risk Assessments- in line with KCSIE 2018 there will be times school will need to develop a risk assessment; these will be assessed with parent/carers and other services that are supporting the family. Within the MARAC arena risk assessment and safety planning is recorded in the weekly meetings and shared with schools.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (written or electronic) and there is a clear schedule to monitor and measure impact. At all times, the school/college will be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe. Consideration for Contextual safeguarding is taken into account as an approach to safeguarding children and young people that responds to their experience of harm beyond the school environment.

The designated safeguarding lead (or a deputy) will 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 as required.

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

We will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) will be the most appropriate person to advice on the school's/college's initial response. Important considerations we will follow:

- 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;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- 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 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;
- are there ongoing risks to the victim, other children, adult students or school/college staff; and
- other related issues and wider context. Contextual safeguarding is discussed in paragraph above

As always when concerned about the welfare of a child, staff will act in the best interests of the child. In all cases, schools/ colleges will follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Appendix 2

RELATED POLICES

To underpin the values and ethos of our school and our intent to ensure that students at our academies are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Preventing Extremism & Radicalisation Policy
- Anti-Bullying (including cyber bullying indicators)
- Behaviour
- Use of reasonable force (physical intervention)
- Recruitment & Selection
- Whistle-blowing
- Code of conduct
- Educational visits - EVOLVE
- Site Security
- Attendance
- Online safety – IT code of conduct
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions

- Dignity and care
- First aid
- Medical
- Educational visits including overnight stays (homestay)

Academy policies are available via the website; have been approved by the Governing Body, and there is a clear timetable for reviewing all policies/procedures.

Appendix 3

KEY LEGISLATION

This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children 2018 (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Medway Safeguarding Children Board Procedures (online)
<http://www.proceduresonline.com/kentandmedway/chapters/contents.html>
- Medway Safeguarding Children Board Training Catalogue (online)

 Keeping Children Safe in Education September 2018 (DFE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Disqualification under the Child Care Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Restrictive Physical Interventions (including restraint) in mainstream schools
- [Behaviour and Discipline in Schools](#) (advice for schools)
- [Children Missing Education](#) (advice for schools)
- Cyberbullying (advice for schools)
- [Equality Act 2010](#) and [Public Sector Equality Duty](#) (advice for schools)
- [Equality Act 2010 Technical Guidance](#) (advice for further and higher education providers)
- [The Equality and Human Rights Commission](#) (provides advice on avoiding discrimination in a variety of educational contexts)

- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- [UKCCIS Sexting advice](#) (advice for schools and colleges)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- Children Missing from Education Policy
http://www.proceduresonline.com/kentandmedway/chapters/p_missing_fams.html
- Early Years Statutory Framework
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
- Statutory policies for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf
- School statutory Guidance on what needs to be published on Website
<https://www.gov.uk/government/collections/statutory-guidance-schools>
- NSPCC/TES safeguarding in education tool
<https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>
- Asylum seekers
<https://www.gov.uk/browse/visas-immigration/asylum>
<https://www.gateshead.gov.uk/Education%20and%20Learning/Schools/plans/Education-guidance-for-refugees-and-asylum-seekers.aspx>
- Children's commissioner:
<http://www.childrenscommissioner.gov.uk/publications>
<http://www.childrenscommissioner.gov.uk/search/node>
- [GDPR](#) – Data Protection: toolkit for schools

Appendix 4

REFERENCE TO ADDITIONAL DOCUMENTS REGARDING CHILD PROTECTION AND SAFEGUARDING POLICY

- Children Act 1989 and 2004
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Freedom of Information Act 2000

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discriminations Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000