CHILD PROTECTION AND SAFEGUARDING POLICY

Version: 14.0
Approved: 12 October 2020
Next review: October 2021
Co-ordinator: Lucy Wanstall/Andy Fisher

Contents:

1   Policy statement and principles

This policy is one of a series in the school's integrated safeguarding portfolio including the school's staff code of conduct, safe recruitment procedures and allegations against staff policy. The school's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety and leadership and management.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- representatives of the whole-school community of students, parents, staff and governors will be involved in policy development and review;
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that

children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the newly formed (September 2019) Kent Safeguarding Children Multi-agency Partnership (KSCMP).

<u>Policy principles</u>

- Welfare of the child is paramount.
- All children have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Students and staff involved in child protection issues will receive appropriate support.

<u>Policy aims</u>

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regard to child protection to students, parents and other partners.

<u>Terminology</u>

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

2   Safeguarding legislation and guidance

- Section 175 of the Education Act requires local education authorities and the governors to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- The Teachers' Standards state that teachers, including the Headteacher should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- The statutory guidance *Working Together to Safeguard Children* covers the legislative requirements and expectations on individual services (including schools) to safeguard and promote the welfare of children. It also provides the framework for KSCMP to monitor the effectiveness of local services, including safeguarding arrangements in schools.

- The statutory guidance *Keeping Children Safe in Education* is issued under Section 175 of the Education Act; schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. All staff should read Part One of this guidance and staff can find a copy on the 'H' drive (H:\Child Protection & Safeguarding) and a hard copy may be requested from the Child Protection Office.

Research suggests that around 10% of children will suffer some form of abuse and disabled children are three times more likely to be abused. Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

3   Roles and responsibilities

Key personnel

The Designated Safeguarding Lead (DSL) also termed Designated Child Protection Co-ordinator (DCPC) is Lucy Wanstall.
Contact details:

Email: lucy.wanstall@sandwich-tech.kent.sch.uk
Tel: 01304 610103.

The Assistant Designated Safeguarding Lead (Child Protection) (ADSL) is Stacy Kemp. Contact details:

Email: stacy.kemp@sandwich-tech.kent.sch.uk. Tel: 01304 610049/07827 442232.

Andy Fisher, School Business Manager, has strategic oversight of Safeguarding. His contact details are as follows:

Email: andy.fisher@sandwich-tech.kent.sch.uk. Tel: 01304 610037.

The nominated Child Protection/Safeguarding Governor is Terence Porter (Community Governor).
Contact details:

Email: admin@sandwich-tech.kent.sch.uk

The Headteacher is Tracey Savage. Contact details:

Email: tracey.savage@sandwich-tech.kent.sch.uk. Tel: 01304 610000.

The DSL:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is appropriately trained, with updates every two years;
- acts as a source of support and expertise to the school community;
- encourages a culture of listening to children and taking account of their wishes and feelings;
- is alert to the specific needs of children in need, those with special educational needs and young carers;
- has a working knowledge of KSCMP procedures;
- has an understanding of locally agreed processes for providing early help and intervention;
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file;
- refers cases of suspected abuse to children's social care or police as appropriate;
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and the student's social worker is informed;
- where children leave the school, ensures the child protection file is copied for any new school as soon as possible;
- ensures key staff attend/contribute to child protection conferences;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies including the KSCMP;
- ensures that all staff produce a signed certificate to indicate that they have read and understood

the child protection policy;

- ensures that the child protection policy is regularly reviewed and updated annually;
- liaises with the nominated governor and Headteacher as appropriate;
- keeps a record of staff attendance at child protection training, with staff producing a signed certificate for all internal Child Protection safeguarding they complete;
- makes the child protection policy available publicly on the school's website;
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.

The deputy designated person (ADSL) and then the school's Heads of Year and Year Managers are appropriately trained and, in the absence of the designated person, the deputy designated person carries out those functions necessary to ensure the on-going safety and protection of students. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The Governing Body ensures that the school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- ensures that the DSL role is explicit in the role holder's job description;
- has a child protection policy and procedures that are consistent with KSCMP and statutory requirements, reviewed annually and made available publicly on the school's website;
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children;
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children;
- develops a training strategy that ensures all staff, including the Headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is in line with any requirements of the KSCMP (the DSL receives refresher training at two-yearly intervals);
- ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- ensures that the school contributes to inter agency working and plans;
- provides a co-ordinated offer of early help when additional needs of children are identified;
- considers how students may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The Chair of the Governing Body is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

It is the responsibility of the Governing Body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the KSCMP and national guidance.

The Headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- liaises with the Local Authority Designated Office where an allegation is made against a member of staff;
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4 Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards all children staff must follow the school's staff code of conduct. All staff are expected to:

- treat all students with respect;
- set a good example by conducting themselves appropriately;
- involve students in decisions that affect them;
- encourage positive, respectful and safe behaviour among students;
- be a good listener;
- be alert to changes in students' behaviour and to signs of abuse and neglect;
- recognise that challenging behaviour may be an indicator of abuse;
- read and understand the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing;
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- maintain appropriate standards of conversation and interaction with and between students and avoid the use of sexualised or derogatory language;
- be aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse;
- apply the use of reasonable force only as a last resort and in compliance with school procedures;
- refer all concerns about a student's safety and welfare to the DSL via the online system or, if necessary, directly to police or children's social care;
- follow the school's rules with regard to communication with students and use of social media and online networking;
- keep a record of staff attendance at child protection training

5   Abuse of trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

6   Children missing in education

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

Sandwich Technology School has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. See https://www.kscmp.org.uk/guidance/sexual-abuse-and-exploitation.

7   Online safety

Children are taught to understand and manage risk through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff in confidence about any worries they may have.

Our students increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The school's Online Safety Policy (which is available on the school's website) explains how we try to keep students safe in school.

Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be "chatting" on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.
Staff also receive advice regarding the use of social networking and electronic communication with students as part of the staff code of conduct.

8 Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of help-lines and external support as needed;
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- co-operating fully with relevant statutory agencies.

9 Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Headteacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

10 If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to children's social care (Front Door 03000411111) or the police if they believe direct reporting is necessary to secure action.

Whistleblowing support is available on the NSPCC's website. Staff can also call 0800 028 0285 from 8.00 am to 8.00 pm Monday to Friday or email help@nspcc.org.uk.

11 Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors (Terence Porter) Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action. (Local Authority Designated Office - Central team 03000410888)

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education.*

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or in writing, including content placed on social media sites.

12   Staff training

All staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and governors will receive an explanation during their induction which includes the school's child protection and safeguarding policy, reporting and recording arrangements, the staff code of conduct and details for the DSL. All staff, including the Headteacher and governors will receive training that is regularly updated and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

13   Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Children Safe in Education* together with the KSCMP and the school's individual procedures. This process will be overseen by the DSP.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, most being checked to an enhanced DBS level including barred list information;
- provide evidence of their right to work in the UK;
- be interviewed.

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff complete and sign an internally stored certificate to confirm they have received a copy of the child protection and safeguarding policy.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

A confirmation letter is sent to agencies that regularly visit the school (i.e. Early Help; CCCU) to verify their own DBS checks.

The school maintains a single central record of recruitment checks undertaken.

<u>Volunteers</u>

Volunteers, including governors, will undergo checks commensurate with their work in the school and contact with students. Recruitment of governors requires s128 checks (not required for associate members on committees).

<u>Supervised volunteers</u>

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role.

<u>Contractors</u>

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

14 Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised whilst on site.

15 Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

16 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have appropriate safeguards in place.

To protect students, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent;
- use only the student's first name with an image and ensure students are appropriately dressed;
- encourage students to tell us if they are worried about any photographs that are taken of them.

17 Child protection procedures

<u>Recognising abuse</u>

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment; abuse may be committed by adult men or women and by other children and young people, including peer-to-peer abuse.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse is 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. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness.)

Emotional abuse

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

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

▪ provide adequate food, clothing and shelter (including exclusion from home or abandonment);
▪ protect a child from physical and emotional harm or danger;
▪ ensure adequate supervision (including the use of inadequate care-givers); or
▪ ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[Definitions taken from Working Together to Safeguard Children.]

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students and parents receive a

copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in SEAL education.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they "tell". It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;

- report your concern to the DSL by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete an online CP Report via the internal school system (desktop icon and password SG040117) to record your concerns;
- seek support for yourself if you are distressed.

If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk, but have no "real" evidence. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should report these early concerns to the college office. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the student staff will:

- allow them to speak freely;
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – "I'm so sorry this has happened", "I want to help", "This isn't your fault", "You are doing the right thing in talking to me";
- not be afraid of silences – staff must remember how hard this must be for the student;
- under no circumstances ask investigative questions – such as how many times this has happened – instead use 'TED' question starters: Tell me; Explain how; Describe for me;
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on;
- tell the student what will happen next. The student may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them;
- report to the DSL even if the child has promised to do it by themselves;
- write up their conversation as soon as possible on the online internal system;
- seek support if they feel distressed.

Parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice may be sought from children's social care.

Referral to children's social care

The DSL will make a referral to the integrated Front Door referral team if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and

understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

<u>Confidentiality and sharing information</u>

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education* emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate;
- kept no longer than necessary;
- secure.

Disclosure forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

<u>Reporting directly to child protection agencies</u>

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the Headteacher and the Chair of Governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety;
- for any other reason they make a judgement that direct referral is in the best interests of the child.

18   Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community

as well as continuing to review the curriculum focus around relationships education, relationships & sex education and health education. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to the DSL as soon as possible.

19   Sexual exploitation of children

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

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

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

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

20   Children in care

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DCPC/DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

21   Radicalisation and Extremism

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

Sandwich Technology School will ensure all staff complete an e-learning training package, which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty. The choice of provider for training will be chosen year on year, based on up to date advice from the KSCMP.

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

22   Work experience placements

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*.

23   Female Genital Mutilation (FGM)

The school has procedures in place to ensure that all staff have an awareness of FGM. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

24   'Honour-based' violence

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

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with the DSL if they are concerned about HBV and the DSL will subsequently use existing national and local protocols for multi-agency liaison with police and children's social care.

25   Forced Marriage

Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

26   County Lines

Members of staff at Sandwich Technology School are aware of the impact of the geographical location of the school and the potential risk of County Lines and child criminal exploitation. The DSL attends meetings and keeps in close contact with external agencies to receive and share full information around this topic. Staff will speak with the DSL if they are concerned about students becoming groomed or coached in regards to drugs or gangs and will subsequently use existing national and local protocols for multi-agency liaison with police and children's social care.

27   Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Staff/students will report the concern to the DSL who will sanction in school. Parents will be informed and the victim and their parents will be advised to contact the police.

28   Child Criminal Exploitation

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Staff/students should report the concern to the DSL who will contact the police and inform parents where appropriate.

Links to other policies/documents

- Anti-bullying policy
- Attendance policy
- Student Behaviour Management Policy
- Complaints procedure
- Educational visits guidance
- GDPR Policy
- Governors' Delegation of Functions (Function 39)
- Grievance and disciplinary policy
- Health and safety policy
- Keeping children safe in education guidance
- Managing allegations against staff policy
- Online safety policy
- Positive handling guidance
- Safer recruitment procedures
- SEN policy
- Staff code of conduct
- Supporting pupils with medical conditions guidance
- Whistle blowing policy

**What to do if you have a welfare concern in
Sandwich Technology School**

Why are you concerned?
-Allegation/child shares a worry
-Indicators of abuse or neglect

Immediately record your concerns via the school's safeguarding concern form
-Reassure the child if necessary
-Clarify information where appropriate (TED questions: Tell, Explain, Describe)
-Use child's own words
-Sign and date your form
-Seek support for yourself (if required)

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Support Level Guidance document and procedures: www.kscb.org.uk
- Refer to other agencies as appropriate e.g. Internal or community services, LADO, Police or Request for Support
- If unsure then consult with Area Education Safeguarding Adviser (Insert name and contact information) or Local Authority Social Worker at Central Referral Unit

If you are unhappy with the response:

Staff:
-Follow in school escalation procedures
- Follow whistleblowing procedures

Parents
-Follow school complaint procedure

-Record decision making and action taken in child's safeguarding file
-Monitor child
-Review and request further support if required