Child Protection and Safeguarding Policy

Reviewed by	Dr Jo Gowen DHT/DSL
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CHILD PROTECTION AND SAFEGUARDING POLICY

KEY EXTERNAL CONTACT DETAILS

LADO Education Safeguarding Advisory Services (LESAS)	Use the LESAS enquiry form for all enquiries: LADO Education Safeguarding Advisory Service (LESAS) Enquiry Form Submission of LADO form for professionals. If a call is urgent i.e. a child is in immediate danger and requires safeguarding, call **03000 41 11 11**. If a call is urgent and outside of office hours, call **03000 41 91 91**.
Local Authority Children's Social Services	TEL: 0300041 11 11 EMAIL: central.duty@kent.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM TEL: 0300041 91 91
Multi-Agency Safeguarding Hub	TEL: 03000411111 EMAIL: central.duty@kent.gov.uk
Support and Advice about Extremism	**Police** Prevent Team TEL: 0800 789 321 EMERGENCY: 999 NON-EMERGENCY NUMBER: 101 EMAIL: central.duty@kent.gov.uk **Local Authority** Prevent Team TEL: 03000414141 EMAIL: central.duty@kent.gov.uk **Department for Education** NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gov.uk
NSPCC's what you can do to report abuse dedicated helpline	TEL: 0808 800 5000 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	**Disclosure Service** ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom TEL: 03000 200 190 EMAIL: customerservices@dbs.gov.uk **Barring Service** ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom

	TEL: 03000 200 190
Teaching Regulation Agency	TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED (Concerns)	TEL: 0300 123 4666 EMAIL: CIE@ofsted.gov.uk

KEY SCHOOL CONTACT DETAILS

Governing Body (FGB)	**Chair of FGB** Jane Burnett TEL: 01233 620045 EMAIL: jburnett@nks.kent.sch.uk **Nominated Safeguarding Governor** Huw Gronow TEL: 01233 620045 EMAIL: hgronow@nks.kent.sch.uk **Nominated E-Safety Governor** Huw Gronow TEL: 01233 620045 EMAIL: hgronow@nks.kent.sch.uk
Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads (DDSLs)	**Main DSL for the School** **Jo Gowen** TEL: 01233 620045 EMAIL: jgowen@nks.kent.sch.uk **Deputy DSL** **Richard Hoyte** TEL: 01233 620045 EMAIL: rhoyte@nks.kent.sch.uk **Deputy DSL** **Tom Sparrow** TEL: 01233 620045 EMAIL: tsparrow@nks.kent.sch.uk **Deputy DSL** **Daniel Freear** TEL: 01233 620045 EMAIL: dfreear@nks.kent.sch.uk **Designated E-Safety Lead** **Jo Gowen** TEL: 01233 620045

	EMAIL: jgowen@nks.kent.sch.uk
Designated Teacher for Looked After Children	Jo Gowen TEL: 01233 620045 EMAIL: jgowen@nks.kent.sch.uk
Head	Ben Greene TEL: 01233 620045 EMAIL: bgreene@nks.kent.sch.uk

Definitions

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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.

Safeguarding and promoting the welfare of children means:
- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA). KCC in this instance.
- Integrated care boards for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

1 Rationale and Background information

This policy has regard to the following guidance and advice, as amended from time to time (and any supplemental guidance/advice referred to therein):

- Keeping Children Safe in Education (September 2024) ('KCSIE')
- Disqualification under the Childcare Act 2006 (August 2018)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020
- Mental Health and Behaviour in Schools (November 2018)
- Preventing and Tackling Bullying (July 2017)
- Working Together to Safeguard Children (July 2018)
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Revised Prevent Duty Guidance: for England and Wales (April 2021)
- Protecting children from radicalisation: the prevent duty - Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism (updated August 2015)
- Relationships education, relationships and sex education (RSE) and health education (updated September 2021)
- Safeguarding vulnerable groups Act 2006
- The Governance Handbook 2020
- Education Regulations 2014 (Independent School). Part 3 Health, Welfare and safety of pupils. Applies to academies as well as Independent and free schools.
- The Children act 1989 (2004) and statutory guidance on FGM
- Equality Act (2010) – Including Public Sector Equality Duty
- The Human Rights Act (1998)
- The Rehabilitation of offenders Act. 1974

The Governing Body and staff of The Norton Knatchbull School recognise that all children have the right to be safe and to be treated with respect and dignity. Our policy applies to all staff and volunteers working at the school. We follow the procedures set out by the Kent Education Safeguarding Service and take account of guidance issued by the Department for Education.

The **Designated Safeguarding Lead (DSL)** who has overall responsibility for child protection practice in school is **Dr Jo Gowen.** In the event of Dr Gowen not being available (e.g. out of school on INSET or at an off-site meeting), Mr R. Hoyte (Assistant Headteacher), Mr Tom Sparrow (Assistant Headteacher); Mr Daniel Freear (Assistant HeadTeacher), or Mr Ben Greene (Headteacher), will cover child protection duties. The named governor for 'Safeguarding' is Mr Huw Gronow.

2.   **Purpose**

As part of the ethos of the school this policy reflects how we are committed to:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Ensure all staff and volunteers understand that if they do suspect a case, or cases, or abuse that they must report it to the DSL.
- Investigate thoroughly if there were an allegation made against a member of staff or volunteer.
- Establishing a safe environment in which children can learn and develop
- Establish and maintain an environment where children feel secure and are encouraged to talk, and are listened to
- Ensure children know that there are adults at The Norton Knatchbull School who they can approach if they are worried
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Further detail of this can be found in the [Personal Development Curriculum Map](#)
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Ensuring all staff can recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- Monitoring children and young people who have been identified as 'in need' including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies

3.   **Equality statement**

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:
- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions

- Whose parent/carer has expressed an intention to remove them from school to be home educated

4. Implementation

Roles and Responsibilities

a) School

The school is responsible for ensuring that all action taken is in line with Kent Support Levels Guidance

The role of the school within this procedure is to contribute to the identification, referral, and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering, significant harm. The school may also have a role in the provision of services to Children in Need and their families.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

b) All Staff of The Norton Knatchbull School

It is the responsibility of all staff working at the Norton Knatchbull School to:

- know how to recognise concerns about students and refer them to the DSL
- keep up to date with safeguarding knowledge and training as directed by the DSL.

In summary all staff will:
- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
  › Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance – this is provided as a digital signature within 'myconcern'.
  - Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
  - Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring and the safeguarding response to children who go missing or who are absent from education. These documents are loaded onto 'myconcern' and staff are required to 'sign off' when they have read these.

- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

- The fact that children can be at risk of harm inside and outside of their home, at school and online.

- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children.

- What to look for to identify children who need help or protection

Training to support this, will be provided at new staff Induction and as part of an annual programme of safeguarding training throughout the year.

c) The DSL

The DSL is a member of the senior leadership team. Our DSL is Dr Jo Gowen. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding of filtering and monitoring processes on school devices and school networks to keep pupils safe online.
During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
Outside of school hours the DSL can be contacted via the SLT duty phone.

When the DSL is absent, Mr Tom Sparrow, Mr Richard Hoyte or Mr Daniel Freear will act as cover. In addition, all SSM and HoY and the attendance officer, Mrs Lunn, have DSL training.

The DSL will be given the time, funding, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.

- Contribute to the assessment of children.

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

- Have a good understanding of harmful sexual behaviour

- Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL will also:
- Keep the headteacher informed of any issues

- Liaise with local authority case managers and designated officers for child protection concerns as appropriate

- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

d) The Governing Board

The governing board will:
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.

- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.

- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.

- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.

- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:

  o Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

  o Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

- Make sure:
  - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
  - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
  - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors.
  - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll):
  - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
  - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
  - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors (Jane Burnett) will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate).

All governors will read Keeping Children Safe in Education in its entirety.

e. The Headteacher

The headteacher is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

Communicating this policy to parents/carers when their child joins the school and via the school website.

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

Making decisions regarding all low-level concerns in collaboration with the DSL.

4.   **Implementation continued**

Procedures

RECOGNISE > RESPOND > RECORD > REFER

a) Recognising the categories of abuse and other risk factors:

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

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Child-on-child abuse is recognised as a significant concern and this can take many forms; including (but not limited to) bullying, cyber bullying, sexual violence and sexual harassment, physical abuse and sexting. The different forms peer on peer abuse can take, are outlined in the school's Anti-bullying policy. Through this policy, our Respect Charter and the Behaviour policy, we make it clear that abuse should never be tolerated or passed off as "banter" or "part of growing up". The Anti-bullying policy also puts in place strategies to ensure that all victims of Child-on- child abuse are supported.

Online Safety
In addition to the four categories of abuse, new technology has presented new risks. The internet and related technologies have created new opportunities for creativity and communication. However, with this have come new concerns about sexual grooming of children, cyber bullying and access to inappropriate material. School staff should be aware of the NKS 'Acceptable ICT Use and E-learning Policy' which outlines general guidance for staff and also shows how students are educated regarding Online Safety. All staff will receive annual Online Safety training. Students receive guidance on Online safety in assemblies and through the curriculum, particularly in the Computing Department.

Staff should understand **'Sexting'** – which is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. (UKCCIS, 2016) and should be guided by the document, 'Sexting – How to respond to an incident'. (available on MyConcern).

School staff should be vigilant regarding Online-safety.

Female Genital Mutilation (FGM)
It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. (See Appendix C for further details).   Sixth form tutors and pastoral staff are asked to complete the online training unit on FGM created by the Home Office (https://www.fgmelearning.co.uk/). **School staff should be vigilant regarding FGM.**

Radicalisation and Extremism
NKS recognises that as part of our safeguarding duties, we have a responsibility to prevent young people from being drawn into radicalisation and terrorism. The Government strategy relating to this is referred

to as the **'Prevent Duty'**. To ensure that all staff have a basic understanding of the issues, and know what to do if they are worried about someone, all members of staff complete an e-learning module created by the Home Office. (https://www.elearning.prevent.homeoffice.gov.uk/home)

A document called 'Extremism and Radicalisation - A guide for Parents' has been placed in the parents' section of the school website.
School staff should be vigilant regarding Radicalisation and Extremism.

Child Sexual Exploitation (CSE)
The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to need welfare services and protection. This group may include children who have been sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking. (Kent Safeguarding Children Board - Safeguarding Children at risk of Sexual Exploitation, August 2015). If staff suspect that any student may be a victim of CSE, they must be referred to the DSL who will then assess the risk using the Kent and Medway Safeguarding Children at risk of Sexual Exploitation RISK ASSESSMENT TOOLKIT

Safeguarding children with special educational needs and disabilities (SEND)
Adults who work with children and young people with SEND should be aware of the additional needs children may have, that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some children may be vulnerable because they:
- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.
- A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from acting.
- Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Further information on safeguarding children with SEND is available from the NSPCC

Safeguarding children who are in care or have previously been in care.

Adults who work with children who are in care, or have previously been in care, should be aware that they are more vulnerable. They are:

- at greater risk of being bullied or abused by peers;
- more likely to be the target of sexual exploitation;
- significantly more likely to run away from home;
- at greater risk of misusing substances due to early life experiences;
- more likely to suffer social, emotional and mental health difficulties due to trauma;
- at a higher risk of having some form of developmental delay;
- potentially going to have issues with their identity;
- more likely to have special educational needs or disabilities.

b. Missing Children
CME
A separate procedure exists for Children Missing in Education.

The Department for Education (DfE) defines a child missing education as a child who is not on a school roll and has been out of education for more than 4 school weeks or 20 school days. The term Children Missing from Education (CME) therefore refers to all children of compulsory school age who are neither registered at a school nor educated otherwise (i.e. home educated or privately educated.)

A student who is identified to be CME in that they have not been in school for 20 days and repeated persistent attempts to contact them and their family have failed, will be reported to PIAS as CME.

The safety of the student will be considered carefully and a referral to through the front door or to the Police may be appropriate much earlier than the 20-day deadline for CME cases if staff in consultation with the DSL deem the student to be vulnerable or have other safeguarding concerns.

Children who go missing during a school day

This refers to pupils who register at school in the morning and then go missing during the school day without a satisfactory explanation.

This is a different procedure to where a student has failed a register when this will be picked up via the formal attendance procedures outlined in the attendance policy.

Missing Definition:
When a pupil's whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

A pupil missing during school's hours incident would be prioritised as significant risk' where:

· The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability.

Vulnerability characteristics may include;

- Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan)

- A disability and/or special educational needs
- Substance misuse
- Education health care plan

· The risk posed is immediate and there are substantial grounds for believing that the public is in danger.

· There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.)

Other contributory factors should be taken into consideration when determining if the pupil is at significant risk, for example;

- Have there been past concerns about this child and family which together with the sudden disappearance are worrying?
- Is there any known history of drug or alcohol dependency within the family?
- Is there any known history of domestic violence?
- Is there concern about the parent/carer's ability to protect the child from harm?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?
- Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?
- Was the child noted to be depressed prior to the child's unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

Procedure:
Lesson registers should be taken in the first 5 mins of a lesson. If a student is absent when Arbor indicates through the information on the right-hand side of the screen that they have been in school until this point, then the member of staff is required to alert SLT, the Head of Year and the Year group SSM to this absence through making use of the emergency alert system.

SLT will ensure that the student is searched for and located. If this does not happen, then SLT will formally identify the student as missing, and the Designated Safeguarding Lead will be informed.

Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police. Timeliness should be on a case-by-case basis.

The Designated Safeguarding Lead should, together with the year team, assess the child's vulnerability.

School staff will continue to try to locate the pupil and try to establish the whereabouts of them. School staff will contact home and try to contact the pupil via their mobile telephone if known.

Notifying the Police

The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:
- · The pupil's name/s; date of birth; status (for example looked after child); responsible authority;
- · Where and when they went missing;
- · Previous missing episodes and where they went;
- · Who, if anyone, they went missing with;
- · What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- · Description and recent photo;
- · Medical history, if relevant;
- · Time and location last seen;
- · Circumstances or events around going missing with relevant safeguarding information;
- · Details of family, friends and associates:
- · Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

Option 1 – if the child returns before the police have arrived then the Police must be informed and own school procedures need to be followed.

Option 2 - if the child returns to school of their own volition, then the Police must be informed and own school procedures need to be followed. The child will have an interview with a trusted adult (HoY or SSM) to discover the reasons for the absence and whether additional safeguarding measure should be taken.

Option 3 - if the police locate the child and bring them back to the school the Police will conduct the safe and well interview and the school will follow School procedure as above.

Where a pupil has a known risk of being missing, a risk assessment for the pupil will be written and put in to place and recorded on 'myconcern' to reduce the risk of future occurrence.

Students who are vulnerable will be placed on a 'red' list for attendance and are the priority for contacting if they are absent.

c) Responding to concerns:

Concerns for a child or young person may come to the attention of staff in a variety of ways; for example through observation of behaviour or injuries or disclosure.

Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible.

More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Do not promise confidentiality. Explain to the child, that if they are at risk of harm, the member of staff is duty bound to share the concern with the DSL
- Record the conversation as soon as possible
- Inform the DSL
- Refer the concern using the online referral system - MyConcern. (All school staff must register an account on the MyConcern system).

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk.

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

d) Record keeping:

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be referred using MyConcern. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. It is important to remember that any issues are confidential, and staff should be informed only on a 'need to know' basis.

Information to be recorded on MyConcern

- Child's name (MyConcern draws this through from Arbor)
- The incident(s) which gives rise for concern
- Date(s) and time(s)
- A record of what the child or young person has said
- If recording bruising/injuries indicate position, colour, size, shape and time on body map
- Action taken
- All reports on myconcern should be made in a timely manner as soon after the report as practicable.

These basic details are vital to the information gathering process and do not constitute an investigation. The Head Teacher should always be kept informed of any significant issues.

Storage of records:

All new information will be stored electronically on MyConcern. The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. This includes historic files transferred from a student's previous school. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

e) Referrals to Early Help and Social Services:

It is the responsibility of the DSL to decide when to make a referral to Early Help or Social Services. To help with this decision she may choose to consult with the Education Safeguarding Service. Advice may also be sought from Social Services who offer opportunities for consultation as part of the Child in need / child protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period before a decision to refer to Social Services is made. **In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought**.

Referrals to Social Services and Early Help will be made using Kent's 'Request for Support' form via the online ['Front Door'](). In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and uploaded.

If a child or young person is referred, the DSL will ensure that the Headteacher and other relevant staff are informed of this.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services. The Headteacher should be informed of this decision.

NKS have an **'in house' Early Help worker – Ms Phoebe Sandey**. Advice as to whether to refer a case to EH or SS can also be sought here. In some cases, that are deemed lower risk, Ms Sandey may suggest that she supports the young person on a more informal basis without the need for a referral. Ms Sandey would then still have access to EH resources and the EH team in working with that young person.

f) Integrated Children's Register (ICS) and Child Protection Plans (Previously The Child Protection Register):

The DSL will inform members of staff who have direct pastoral responsibility for children and young people who have a Child Protection Plan. These children and young people must be monitored very carefully, and the smallest concern should be recorded on myconcern and the DSL (or the Headteacher in the DSL's absence) alerted to this information as a matter of urgency. Qualifying concerns will then be shared with social services.

g) Concerns involving members of staff:

Any concerns that involve allegations against a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or

contractor) posing a risk of harm to children, should be referred immediately to the DSL or the Head Teacher who will contact the Local Authority Designated Officer (LADO) to discuss and agree further action to be taken in respect of the child and the member of staff.

Further details regarding the procedure for managing situations involving members of staff, the Head Teacher or the DSL can be found in the [Allegations of Abuse Against Staff in Schools](#) document on the school website.

Relationships of a personal, and possibly intimate, nature between a member of staff and student are considered inappropriate and unacceptable. In all known cases parents of the student and the LA will be notified. Such misconduct may result in dismissal.

Employees should also be aware that the Sexual Offences (amendment) Act 2000 now makes it an offence for those in a position of trust to have a sexual relationship with a young person between the ages of 16 and 18 years who is currently being cared for or educated by the individual.

Concerns about a member of staff can be recorded on the application 'Confide'. Recording details in this way is helpful but should be completed in addition to contacting the DSL / Headteacher.

What is whistleblowing? - Whistleblowing is the disclosure of information that relates to suspected wrongdoing or dangers at work. The School is committed to conducting its business with honesty and integrity, and expects all staff to maintain high standards in accordance with their contractual obligations and the School's policies and procedures from time to time in force. However, all organisations face the risk of things going wrong from time to time, or of unknowingly harbouring illegal or unethical conduct. A culture of openness and accountability is essential to prevent such situations occurring or to address them when they do occur. It is the aim of the School's [Whistleblowing Policy](#):

- To encourage staff to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated as appropriate, and that their confidentiality will be respected;
- To provide staff with guidance as to how to raise those concerns;
- To reassure staff that they should be able to raise genuine concerns without fear of reprisals, even if they turn out to be mistaken.

All staff needs to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

h Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

i) **Creating a supportive environment in school and minimising the risk of child-on-child abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils can easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed

- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:
- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.
- A child's behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly.

We will consider these matters on a case-by-case basis, considering whether:
- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

j) Sharing of nudes and semi-nudes ('sexting')

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video you must report it to the DSL immediately.

You must not:
- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting
Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.
Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
Referring to the police
If it is necessary to refer an incident to the police, this will be done through our child centred policing link officer – PC Scott Packman.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on myconcern.

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHE and computing programmes.

Teaching covers the following in relation to the sharing of nudes and semi-nudes:
- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.
- Teaching follows best practice in delivering safe and effective education, including:
- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

k. Reporting systems for NKS pupils

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:
- Put systems in place for pupils to confidently report abuse – such as the anonymous 'button' on the NKS school website homepage
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils. We ensure that there are posters around school with the names and faces of all of the safeguarding team. We also make clear that students can make a disclosure to anyone in school that they trust. ALL staff have been trained in this.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

l. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.
To address this, our school aims to:
- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community – we operate an 'off and away' approach.

Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk
Our approach to online safety is based on addressing the following categories of risk:
- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:
- Educate pupils about online safety as part of our curriculum.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' information evenings PIE). We will also share clear procedures with them so they know how to raise concerns about online safety
- Put in place robust filtering and monitoring systems (Smoothwall) to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

m.) Artificial intelligence (AI)

NKS recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

NKS will treat any use of AI to access harmful content or bully pupils in line with this policy and our behavioural poloicy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

n.) Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

o. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

p. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The designated teacher, also the DSL Jo Gowen, who is responsible for promoting the educational achievement of looked-after children.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

q. Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2024 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.
We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.
When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.
When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).
We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

r Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

s) Physical intervention

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Policy and the school's guidance on Physical Contact (Appendix B). Any physical interventions must be in line with agreed policy and procedure.

t.) Private Meetings

- Private meetings must be avoided. Where such a meeting is demonstrably unavoidable, then it must take place in an appropriate room with the door left open and/or with visual contact with others maintained. The use of 'Meeting in Progress' signs is inappropriate.

- Under no circumstances should meetings with individual students be arranged off the school premises or on the school premises when the school is not in session, without the prior approval of the Head Teacher or a senior colleague with delegated authority to approve such meetings. This includes the transporting of individual children in private cars.

u.) Supervision and Support:
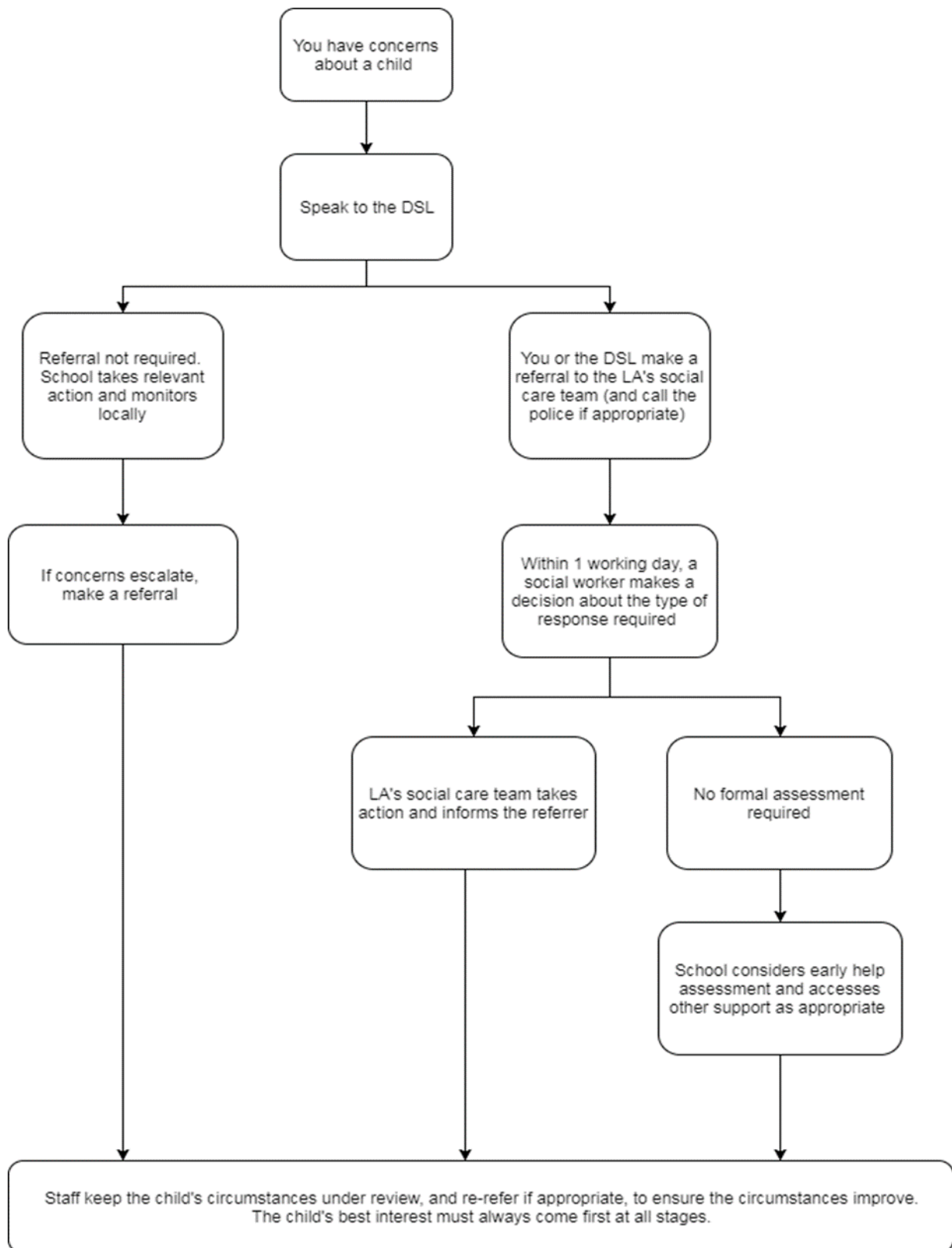
Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

Summary: procedure if a member of staff has concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action.)

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                          ┌─────────────────────┐
                          │  You have concerns  │
                          │    about a child    │
                          └──────────┬──────────┘
                                     │
                          ┌──────────▼──────────┐
                          │   Speak to the DSL  │
                          └──────────┬──────────┘
                    ┌────────────────┴────────────────┐
        ┌───────────▼───────────┐      ┌──────────────▼──────────────┐
        │ Referral not required.│      │   You or the DSL make a     │
        │ School takes relevant │      │ referral to the LA's social │
        │  action and monitors  │      │  care team (and call the    │
        │        locally        │      │    police if appropriate)   │
        └───────────┬───────────┘      └──────────────┬──────────────┘
        ┌───────────▼───────────┐      ┌──────────────▼──────────────┐
        │  If concerns escalate,│      │ Within 1 working day, a     │
        │    make a referral    │      │ social worker makes a       │
        │                       │      │ decision about the type of  │
        └───────────┬───────────┘      │     response required       │
                    │               ┌──┴──────────────┬─────────────┐
                    │    ┌──────────▼────────┐  ┌──────▼──────────┐
                    │    │ LA's social care  │  │ No formal       │
                    │    │ team takes action │  │ assessment      │
                    │    │ and informs the   │  │ required        │
                    │    │ referrer          │  └──────┬──────────┘
                    │    └──────────┬────────┘  ┌──────▼──────────┐
                    │               │           │ School considers│
                    │               │           │ early help      │
                    │               │           │ assessment and  │
                    │               │           │ accesses other  │
                    │               │           │ support as      │
                    │               │           │ appropriate     │
                    │               │           └──────┬──────────┘
        ┌───────────▼───────────────▼──────────────────▼─────────────┐
        │ Staff keep the child's circumstances under review, and      │
        │ re-refer if appropriate, to ensure the circumstances        │
        │ improve. The child's best interest must always come first   │
        │ at all stages.                                              │
        └─────────────────────────────────────────────────────────────┘
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5. **Confidentiality**

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows 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
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

5. Appendices

Appendix A - Indicators of Abuse

PHYSICAL ABUSE

Physical Indicators
Unexplained bruises/welts/lacerations/abrasions:

- on face, lips, mouth
- on torso, back, buttocks, thighs
- in various stages of healing
- clustering forming regular patterns
- reflecting shape of article used, e.g. belt, buckle, electrical flex
- on several different surface areas
- regularly appear after absence, weekend, or holiday
- bite marks or fingernail marks

Unexplained burns:

- cigar or cigarette burns especially on soles, buttocks, palms or back
- 'immersion' burns, where hands feet or body have been forcibly immersed in very hot water
- patterns like electrical burner, iron etc.
- rope burns on arms, legs, neck or torso

Unexplained fractures:

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

Behavioural Indicators

- flinching when approached or touched
- reluctance to change clothes for PE lessons
- wary of adult contacts
- difficult to comfort
- apprehension when other children cry
- crying/irritability
- frightened of parents
- afraid to go home
- rebelliousness in adolescence
- reports injury caused by parents
- behavioural extremes- aggressiveness, withdrawal, impulsiveness
- regression to childlike behaviour
- apathy
- depression
- poor peer relationships
- panics in response to pain

NEGLECT

Physical Indicators

- consistent hunger
- poor hygiene
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

Behavioural Indicators

- begging
- stealing food
- constant fatigue, listlessness
- poor relationship with care-giver
- frequent delays in picking child up from playgroup or school

SEXUAL ABUSE

Physical Indicators

- difficulty in walking, sitting down
- stained or bloody underclothing
- pain or itching in genital area
- bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- vaginal discharge
- bed wetting
- excessive crying
- sickness

Behavioural Indicators

- inappropriate sexual behaviour or knowledge for the child's age
- promiscuity
- sudden changes in behaviour
- running away from home
- wary of adults
- feeling different from other children
- unusual avoidance of touch
- reporting of assault
- substance abuse (e.g. glue sniffing)
- emotional withdrawal through lack of trust in adults
- over compliance with requests of others

- frequent complaints of unexplained abdominal pains
- eating problems
- sleep disturbances
- poor peer relationships
- possessing money or 'gifts' that cannot be adequately accounted for
- inappropriate sexually explicit drawings or stories
- enuresis or soiling, especially at the end of school
- frequent non-attendance at school
- avoidance of school medicals

EMOTIONAL ABUSE

Physical Indicators

- failure to thrive
- delays in physical development or progress

Behavioural Indicators

- sucking, biting, rocking
- anti-social, destructive
- sleeping disorders, inhibition of play
- compliant, passive, aggressive, demanding
- inappropriately adult or infant
- impairment of intellectual, emotional, social or behavioural development

Appendix B - Guidance on Physical Contact

<u>**Physical Contact**</u>

- Any circumstance where physical contact is used increases the vulnerability of the employee. Physical contact is rarely appropriate or acceptable and must be avoided. It may, rarely, be appropriate for a member of staff to use physical restraint or intervention to prevent a student causing injury or harm to him/herself or others or damaging property. This must always be the minimum force required and the incident must always be reported.

- Teachers of subjects where physical contact may occasionally be necessary, such as physical education or drama, should endeavour to demonstrate particular techniques by using competent students. Where the teacher uses physical contact, the contact should be planned and explained to students and must be demonstrably unavoidable.

- Physical contact may be necessary where there is a life threatening or serious condition. Employees who administer first aid should ensure that, wherever possible, other children or another adult are present.

- The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain, injury or humiliation. This includes interference with a student's body or clothes, for example, shaking or holding the student by the lapels of his or her jacket.

The Use of Force to Control or Restrain Students

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour or in a situation that clearly could be resolved without force.

2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

3. Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding and gender of the student.

The use of reasonable force is only considered appropriate:

(a)   Where action is necessary in self defence or because there is an imminent risk of injury
(b)   Where there is a developing risk of injury, or significant damage to property
(c)   Where a student is behaving in a way that is compromising good order and discipline
(d)   Where a student is committing a criminal offence

Examples of situations that fall within one of the first two categories are:

- A student attacks a member of staff, or another student
- Students are fighting

- A student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A student is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A student absconds from a class or tries to leave school (NB This will only apply if a student could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- A student persistently refuses to obey an instruction to leave a classroom.
- A student is behaving in a way that is seriously disrupting a lesson.

In this category teachers must not use force but, if necessary, should seek help from SLT.

Practical Considerations

Before intervening physically a teacher should, wherever practicable, tell the student who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the student throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the student.

Application of Force

Physical intervention can take several forms. It might involve staff:

- Physically interposing between students
- Blocking a student's path
- Holding
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back; or,
- In extreme circumstances, using more restrictive holds (such as self-defence).

In any circumstances staff should **not** act in a way that might reasonably be expected to cause injury, for example by:

- Holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe
- Slapping, punching or kicking a student
- Twisting or forcing limbs against a joint
- Tripping up a student
- Holding or pulling a student by the hair or ear
- Holding a student face down on the ground.

Staff should always avoid touching or holding a student in a way that might be considered indecent.

Recording Incidents

It is important that there is a detailed, contemporaneous, written report on the school disciplinary referral form, of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

The report should include:

- The name(s) of the student(s) involved, and when and where the incident took place
- The names of any other staff or students who witnessed the incident
- The reason that force was necessary (e.g. to prevent injury to the student, another student or member of staff)
- How the incident began and progressed, including details of the student's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The student's response, and the outcome of the incident
- Details of any injury suffered by the student, another student, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

The Head Teacher will keep a record of all incidents and decide if it is appropriate to contact the parents of the student(s) involved.

Appendix C - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?
It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris
Type 2 Excision – partial/total removal of clitoris and labia minora
Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:
- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity

- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

NKS Equality impact assessment

The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised

Policy details

POLICY STATUS	
Existing – amended to reflect changes in KCSIE and 'in school' changes such as mobile phone policy	
THIS POLICY WILL AFFECT	
• Pupils • Staff • Governors/trustees • Volunteers • Visitors • Parents	

EIA completed by:	Jo Gowen
Contributors to EIA:	
Date completed:	10/09/24

Impact analysis
- Indicate what type of impact this policy will have for each group, and explain why
- If a policy doesn't impact a group, tick the 'neutral impact' column and record this
- Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex	X			Explicitly considers the needs of students with different genders.
Race	X			Explicitly considers the needs of students with different races.
Religion or belief	X			Explicitly considers the needs of students with different religions.
Sexual orientation	X			Explicitly considers the needs of students with different sexual orientation.
Gender reassignment		X		
Pregnancy or maternity		X		
Age		X		
Disability		X		

Marriage or civil partnership		X		
You could also add non-protected characteristics that have a specific impact in your school, e.g.: • English as an additional language • Looked-after children • Families with separated parents		X		

INTERSECTIONAL IMPACT
The policy considers the safeguarding needs of more vulnerable groups such as those who may be LGBTQ+, PP or under social services, have mental or physical health issues.

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT
Policy was taken to SLT and then EGB for comment and refinement.

FINAL DECISION ON POLICY
• Details of how the EIA outcome will be monitored • Evidence collected / data reviewed • Policy review schedule Any further consultation or stakeholder engagement
The policy will be updated to reflect the outcome of the review of students who are gender questioning in KCSIE 2024.

Monitoring arrangements

MONITORING ARRANGEMENTS
Review annually