

**MAYFIELD GRAMMAR SCHOOL
GRAVESEND**

**SAFEGUARDING AND
CHILD PROTECTION POLICY**

Mayfield Grammar School, Gravesend

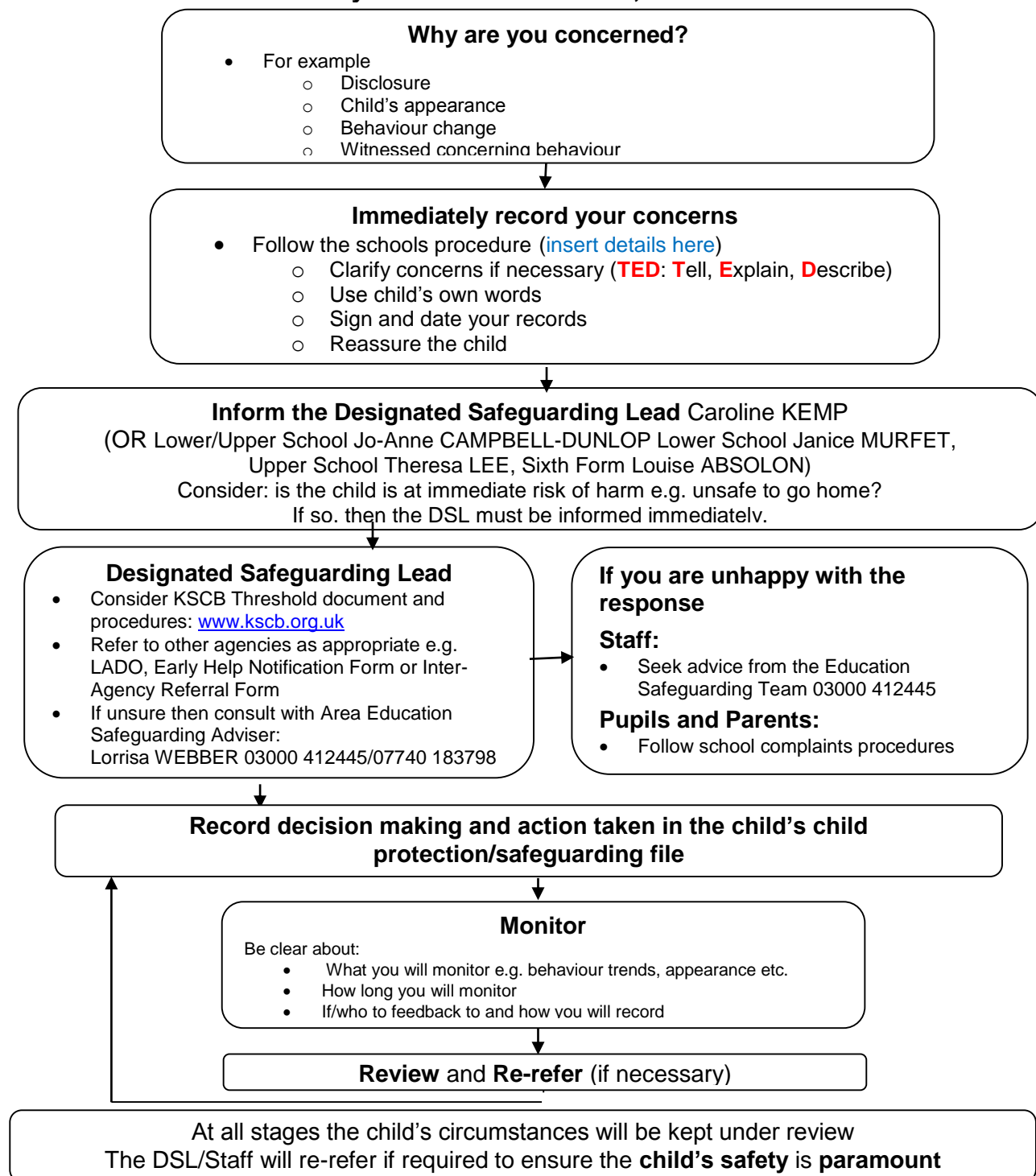
SAFEGUARDING AND CHILD PROTECTION POLICY

Designated Safeguarding Lead(s): Caroline KEMP (Deputy Headteacher)

Named Safeguarding Governor: Dawn FOULGER

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

What to do if you have a welfare concern about a student at Mayfield Grammar School, Gravesend



1. INTRODUCTION AND ETHOS

- Mayfield Grammar School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Mayfield Grammar School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.
- Mayfield Grammar School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- Our school core safeguarding principles are:
 - It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
 - All children have a right to be heard and to have their wishes and feelings taken into account
 - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
 - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.
- There are four main elements to our safeguarding policy
 - Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
 - Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
 - Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
 - Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

2. CONTEXT

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education 2016 (KCSIE)
 - Working Together to Safeguard Children 2015 (WTSC)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Safeguarding Children Procedures (Online, 2016)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

3. ROLES AND RESPONSIBILITIES

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):
 - Anti-bullying
 - *Children missing education*
 - *Child missing from home or care*
 - *Child Sexual Exploitation (CSE)*
 - *Domestic violence*
 - Drugs
 - *Fabricated or induced illness*
 - *Faith abuse*
 - *Female Genital Mutilation (FGM)*
 - *Forced Marriage*
 - *Gangs and youth violence*
 - *Hate*
 - *Honour based violence, including Female Genital Mutilation (FGM)*
 - *Mental health*
 - Online Safety
 - *Prevent (Radicalisation and extremism)*
 - *Private fostering*
 - *Relationship abuse and gender-based violence*
 - *Youth Produced Sexual Imagery or “Sexting”*
 - *Trafficking*

(Also see Annex A within ‘Keeping children safe in education’ 2016 and appendix 3)

- Every member of staff at Mayfield Grammar School recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

4. RELATED SAFEGUARDING POLICIES

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below. (to be read and followed alongside this document)
 - Behaviour Management, *linked to the Use of Physical Intervention*
 - *Searching, screening and confiscation*
 - Online Safety and Social Media

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

Supporting Guidance (to be read and followed alongside this document)

- Teachers Standards 2012
 - “Safeguarding Disabled Children – Practice Guidance” - DOH, 2009
 - “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - Safer Recruitment Consortium, October 2015
 - “What to do if you are worried a child is being abused” – DfE, March 2015
 - KSCB document: “Safe Practice with Technology – Guidance for Adults who Work with Children and Young People”
 - KCC Safeguarding Children and Child Protection – “Induction Leaflet Guidelines for School Staff”
 - KCC Guidelines for “Safeguarding Record Keeping in Schools”
 - KCC Advice notes - “Dealing with Disclosures in School”
 - Early Years Foundation Stage 2014 Welfare Requirements
 - DfE guidance Keeping Children Safe in Education 2016 (KCSIE)
 - Working Together to Safeguard Children 2015 (WTSC)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Safeguarding Children Procedures (Online, 2016)
- These documents can be found in the Staff room, on the VLE and in CK’s office.
 - They are also available to access via the school website.

5. KEY RESPONSIBILITIES

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.
- The governing body, proprietor and management committees (*as appropriate*) have read and will follow KCSIE 2016. Further information regarding the key strategic responsibilities of the governing body and Headteacher are identified in appendix 1.
- The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.

- The Governing Body, Headteacher and Leadership Team will ensure that the DSL(s) is properly supported in this role at a time and resource level.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team (Caroline KEMP, Assistant Headteacher) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (*KCC eBulletin, KCC Safeguarding Newsletter, Optimus Safeguarding Information, attendance at annual Protecting Children Conference, updates via professional organisation membership ASCL*) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- The school has appointed additional staff to deputise for the DSL (Jo-Anne CAMPBELL-DUNLOP Lower/Upper School, Janice MURFET Lower School, Theresa LEE Upper School, Louise ABSOLON Sixth Form). Deputy DSLs have attended appropriate training to the same level as the DSL which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.
- It is the role of the DSL to:
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children
 - Liaise with other agencies and professionals in line with Working together to safeguard children
 - Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Childrens Services (SCS) as necessary
 - Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2016)
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2016, part two.

5.2 Members of staff

- All members of staff have a responsibility to:
 - provide a safe environment in which children can learn
 - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience

- identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm
 - provide help for children, where appropriate and reasonable
 - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
 - safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
 - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
 - respond to and refer any concerns about children or other members of the community in accordance with this policy
 - contribute towards, read and adhering to the school policies
- All members of staff in Mayfield Grammar School know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 4 for advice for staff on responding to safeguarding concerns.
 - The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).

5.3 Children and young people

- Children and young people (pupils) have a responsibility to:
 - Contribute to the development of school safeguarding policies
 - Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
 - Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
 - Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online.

5.4 Parents and Carers

- Parents/carers have a responsibility to:
 - Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
 - Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
 - Identify changes in behaviour which could indicate that their child is at risk of harm online
 - Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
 - Contribute to the development of the schools safeguarding policies
- A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.
- Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website www.mqsg.kent.sch.uk.

6. LOCAL SUPPORT

- All members of staff in Mayfield Grammar School are made aware of local support available (see final page for KCC wide details)
 - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
 - Jonathan HOGDEN Area Safeguarding Adviser (Education)
03000 412445 / 07740 183798
lorrisa.webber@kent.gov.uk
 - Linda FUNNELL Safeguarding Admin Support (Part-time)
03000 411995
Linda.funnell@kent.gov.uk
 - **Contact details for Online Safety (Education Safeguarding Team)**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
 - Ashley Assiter, e-Safety Development Officer
03000 415797
esafetyofficer@kent.gov.uk (non-urgent issues only)
 - **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Childrens Specialist Services**
 - Central Duty Team: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Early Help and Preventative Services**
 - earlyhelp@kent.gov.uk
 - 03000 419222
 - **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
 - **Gravesham Police**
 - North Kent Police Station, Thames Way, Northfleet. 01622 690690
 - Gravesend Contact Point, Civic Centre, Windmill Street, Gravesend 01622 690690
 - **Early Help Gravesham**
 - 03000 413991
 - **Kent Safeguarding Children Board (KSCB)**
 - kscb@kent.gov.uk
 - 03000 421126
 - Sharyn Etherington, Pastoral Support Manager holds a list of all other local contacts.

7. RECOGNITION AND CATEGORIES OF ABUSE

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in

education' 2016 (see appendix 5) and 'What to do if you are worried a child is being abused' 2015.

- Members of staff are made aware that that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.
- Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

8. STAFF INDUCTION, AWARENESS AND TRAINING

- All members of staff have been provided with a copy of part one of the "*Keeping Children Safe in Education*" (2016) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2016. Members of staff have signed to confirm that they have read and understood Part One and Annex A (Held as part of the Single Central Register)
- The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process. See Appendix 6.
- All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
 - **Respond** appropriately to safeguarding issues and take action in line with this policy
 - **Record** concerns in line with the school policies
 - **Refer** concerns to the DSL and be able to seek support external to the school if required
- Staff will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members will receive regular safeguarding and child protection updates (full training every second year, update given in interim every September; via email, staff meetings,

bulletin, tutor team training as needed), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- All members of staff will be made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding.
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- Although the school has a nominated lead for the governing body (Dawn FOULGER), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

9. SAFE WORKING PRACTICE

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 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 Management Policy**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2015) which can be found in the staff area of the VLE (under Policies/Safeguarding).
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the school's **Online Safety Policy** and **Acceptable Use Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**

10. STAFF SUPERVISION AND SUPPORT

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

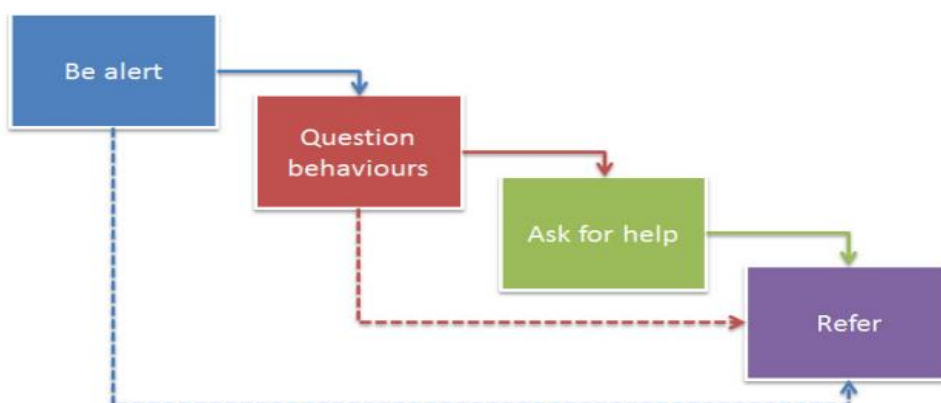
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
 - All staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 5.

11. SAFER RECRUITMENT

- Mayfield Grammar School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

12. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

- Mayfield Grammar School adheres to the KSCB Safeguarding Children Procedures (Online, April 2016). The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk
- Additional guidance for staff includes
 - **'What to do if you are Worried About a Child Being Abused'** (DfE 2015)
 - **Information Sharing advice for safeguarding practitioners (2015)**
 - **Kent and Medway Inter-Agency Threshold Criteria for Children in Need**
 - **The Assessment Framework for Children in Need and their Families (2000)**
 - These documents can be found in the staff area of the VLE.
- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
 - To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
 - Advice may also be sought from the Early Help Triage Team.
 - 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.
- All members of staff are made aware of the early help process, and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- If early help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child.
- New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or inter-agency referral form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KSCB). 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 sent to the County Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / Team.
- All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.**
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguarding Team (Appendix 7). If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered.
- If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the Education Safeguards Team who will be able to discuss the concern and provide further advice on appropriate action to be taken.
- If after a referral a child's situation does not appear to be improving then the DSL (or the person that made the referral) will press for reconsideration to ensure that the schools

concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

13. RECORD KEEPING

- Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.
- All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.
- **Blank GREEN Incident/concern forms are located on school VLE, Learning Leader Office with CWE or from CK.** *Completed forms are held by DSL in locked Policy cabinet.*
- Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.
- The Headteacher will be kept informed of any significant issues.
- All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Headteacher and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools". All Staff **WILL** familiarise themselves with the responsibilities as outlined in this document. www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance
This can be found on the staff area of the VLE.

14. WORKING WITH OTHER AGENCIES

- Mayfield Grammar School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- Mayfield Grammar School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

15. CONFIDENTIALITY AND INFORMATION SHARING

- Mayfield Grammar School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a need to know basis, *and in compliance with GDPR and Safeguarding regulations.*
- All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 4.
- DfE Guidance on Information Sharing (March 2015) provides further detail. (All staff received summary via email November 2016, hard copies with all members of SLT). *Data Protection Policy will be in place by September 2018.*
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

16. COMPLAINTS

- The school has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. This can be found on the School VLE
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff policy**. This can be found on the School VLE.

17. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

- Mayfield Grammar School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported directly to the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- For specific guidance on how to respond to allegations against staff, please refer to the **"Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy** which can be found on the School VLE.

When in doubt – consult

18. ALLEGATIONS AGAINST PUPILS

- Mayfield Grammar School recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Mayfield Grammar School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. The school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.). Further information can be found, but not exclusively, in relevant policies such as Online Use Policy, Behaviour Policy.
- Pupils who have been experienced peer on peer abuse will be supported by:
 - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
 - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
 - Providing reassurance and continuous support
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - Speaking with police or other local services (such as early help or children's specialist services) as appropriate
- Further information about the schools response to allegations of abuse against pupils can be located, but not exclusively, in relevant policies such as Online Use Policy, Behaviour Policy
- Mayfield Grammar School is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

19. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Mayfield Grammar School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening
- Mayfield Grammar School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's

disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

20. CURRICULUM AND STAYING SAFE

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Mayfield Grammar School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, gender based violence/sexual assaults and sexting. (See PSHE overviews, assembly planner, Tutor Time Planning).
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at Mayfield Grammar School will be listened to and heard; their concerns will be taken seriously and acted upon as appropriate.
- Specific systems outside of expected day to day classroom interaction and support will include:
 - **Academic Tutoring**
 - **School Council**
 - **Sixth Form Prefect**
 - **Buddy and peer-mentoring systems**
 - **Peer mediation**
 - **PSHE events**
 - **Regular feedback questionnaires with groups of children**
 - **Specific BULLYING POLICY (cross reference here)**
 - **Think U Know, Childnet, NSPCC**

21. ONLINE SAFETY

- It is recognised by Mayfield Grammar School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.
- Mayfield Grammar School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful material
 - **contact:** being subjected to harmful online interaction with other users
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping children safe in education' 2016.
- Mayfield Grammar School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. Use of Impero monitoring software which scans school network continually, incidents picked up by IT Technicians and SET who report directly to the DSL
- The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding

- Mayfield Grammar School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school **online safety policy** which can be found on the School VLE and on the website.
- Mayfield Grammar School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.
- Detailed information about the schools response to online safety can be found in the school's **Online Safety policy and Acceptable Use policy** which can be found on the School VLE and on the website.

22. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved then an application to use premises will be refused.

23. SECURITY

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Date agreed: November 2016
Updated: *June 2018*

Appendix 1: Responsibilities of the Governing Body and the Headteacher

The Governing body has the responsibility to ensure:

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCB training in inter-agency working, in addition to basic child protection training
- The school has an up-to-date child protection policy which is consistent with KSCB requirements, reviewed annually and made available to parents on request
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place
- There is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff, receive safeguarding training
- That all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.
- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- That the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.
- That children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher has the responsibility to ensure:

- That the child protection policy and procedures are implemented and followed by all staff
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings
- That all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- That child's safety and welfare is addressed through the curriculum.

Appendix 2: Categories of Abuse

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

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Appendix 3: Specific Safeguarding Issues (See Annex A of Keeping Children Safe in Education 2016)

Children Missing Education

Mayfield Grammar 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. Mayfield Grammar School is aware that a child going missing from education is a potential indicator of abuse or neglect.

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

Child Sexual Exploitation (CSE)

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

Mayfield Grammar 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 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.

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

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

'Honour based' violence (HBV)

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

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

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

Forced Marriage

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

Female Genital Mutilation (FGM) mandatory reporting duty

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.

[Summary of the FGM mandatory reporting duty](#)

Radicalisation

Mayfield Grammar 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.

Mayfield Grammar School will ensure all staff complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Mayfield Grammar School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Mayfield Grammar School will report concerns regarding radicalisation and extremism to the DSL, Caroline KEMP or Louise ABSOLON or Jo-Anne CAMPBELL-DUNLOP who will follow local and national guidance.

Additional information about responding to online radicalization and extremism can be found in the schools online safety policy.

Appendix 4: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

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

2. Respond

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

3. React

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

4. Record

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

5. Remember

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

6. Relax

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

Appendix 5: National Support Organisations

Support for staff

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

Support for Pupils

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

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

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

Honour based Violence

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

Sexual Abuse and CSE

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

Online Safety

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

Radicalisation and hate

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



August 2016

Safeguarding Children and Child Protection

Induction Leaflet Guidelines for School Staff

This leaflet contains important and sensitive information for adults. **Please keep it in a safe place.**

Introduction

These guidelines for staff in schools have been produced by KCC's Education Safeguarding Team to provide information about child protection and the procedures that must be observed. All staff should also read, understand and have a copy of Part 1 of Keeping Children Safe in Education 2016. Contact details for further information are included overleaf.

The protection of children in Kent is overseen by the Kent Safeguarding Children Board. All school staff should be aware of and have reference to the Kent and Medway Safeguarding Children Procedures. This guidance is consistent with the DfE guidance "Working Together to Safeguard Children" (2015). The online procedures manual which contains additional material can be found on the KSCB website (www.kscb.org.uk).

The full extent of child abuse is not easily quantified. Research indicates that children are reluctant to report abuse, particularly if it is happening within their family. Abusers come from all walks of life; they may be parents, a known adult who has built up a trusting relationship with the child, a professional or another child.

Everybody who works with children, especially those who have regular daily contact, has a duty to help protect children from abuse. They must know how to recognise possible abuse both within their own organisation and externally. They should be familiar with the processes of recording information in school and referral to Early Help, Specialist Children's Services and the Police.

Staff working with children need to enable them to learn how to keep themselves safe, and ask for help when they need to.

Types of Abuse

Physical abuse

This can range from over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive and some may be clearly premeditated with an intent to cause harm.

Neglect

This can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family. Unborn babies may now be regarded as suffering neglect due to maternal substance misuse.

Sexual Abuse

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse effects may endure into adulthood.

Emotional Abuse

This ranges from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing her/him. It has a measurable impact on a developing child's

mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems for a child's parents do not obscure professionals' view of the child's emotional development. Bullying – serious bullying causing a child to feel frightened or in danger can be regarded as emotional abuse.

Other Safeguarding Risks

Staff need to be aware of a range of other safeguarding concerns including Child Sexual Exploitation, Bullying, Radicalisation and Extremism (The Prevent Agenda) and Honour Based Violence (HBV) including Female Genital Mutilation (FGM). More information can be found on www.kelsi.org.uk

New technology:

The internet and related technologies has created opportunities for creativity, learning and communication. However with this have come increased risks for adults and children including about sexual grooming, abuse and exploitation, cyberbullying, Sexting and access to inappropriate material. Online Safety (e-Safety) is viewed as part of the schools safeguarding role and responsibility. Staff should be aware of the schools Online Safety Policy and procedures and be aware of the schools safer practice advice and acceptable use of technology expectations. Schools can access support and training through the Education Safeguarding Adviser (Online Protection) and the e-Safety Development Officer. Links and resources regarding online safety can be found at www.esafety.org.uk

Indicators of abuse

Child Abuse can present in many different ways. In simple terms there may be physical evidence such as marks or bruises, or in their presentation or appearance such as weight loss. There may be behavioural evidence such as reluctance to change for P.E,

becoming aggressive or withdrawn, falling out with friends.

A child may disclose abuse, they may do this directly by telling you what happened or indirectly by telling friends or by asking for advice about a situation, say involving another person.

In school you may particularly notice changes in presentation, behaviour, friendships, application to study etc. Staff may also notice concerns and behaviour changes with adults within the setting, including staff and parents/carers. We ask that you be curious and report anything which may worry you to your Designated Safeguarding Lead (DSL)

Disclosure

What to do if a child starts to disclose abuse

- Reassure the child that s/he is right to tell and is not to blame
- **DO NOT** promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you to do this
- **DO NOT** question the child; let her/him tell you what s/he wants to tell you and no more; s/he may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations.
- When the child is finished, make sure s/he feels secure; explain what you are going to do next.
- Write down notes, including the date and time of the interview and sign them; record as much as you can remember, using the child's own words.

What to do if you are concerned

Immediately inform the Designated Safeguarding Lead in the school

Every school is required by the DfE Guidance 'Keeping Children Safe in Education' to designate a member of staff for safeguarding (DSL). **It is essential that all staff know who this is** and who to inform if they are not available.

The DSL will decide whether the child should be referred to Early Help or Specialist Children's Services. To help

him/her decide this, (s)he may consult with the KCC Education Safeguarding Team or the Central Duty Team of SCS.

Although we would encourage you to use the School's Child Protection process, in certain cases it may be appropriate for any person who is concerned about a child to contact the Education Safeguarding Team or Children's Social Services directly. This is important if for example the concern relates to the DSL or Headteacher

Referring to Early Help and Specialist Children's Services

If the child is to be referred to Early Help or Children's Social Services, the DSL will ensure that an inter-agency referral form or early help notification form is completed appropriately. This can be downloaded from the Child Protection and Safeguarding web page on Kent Education Learning and Skills Information website www.kelsi.org.uk or www.kscb.org.uk

Allegations of abuse made against a member of staff

When an allegation is made against a member of staff, the designated person must consult with a LADO Officer who will help to determine how the matter is to be investigated. Each Local Authority must now have Designated Officer (LADO) responsible for ensuring that allegations are managed in a proper way. The LADO can be contacted on 03000 410888.

Unconfirmed worries about child abuse

Staff often have unconfirmed worries about pupils, but little real evidence, and so feel unsure about how to proceed. Many cases have shown that these unconfirmed worries are in fact the tip of the iceberg; that if the teacher's information were placed alongside that of other school colleagues it all added up to a serious cause for concern.

It is vital, therefore, that even vague "worries" are passed on at the earliest stage to the DSL, who is in a position to involve other agencies, collate information and make decisions about further referral.

Again, staff should record incidents or suspicions, dating and signing the record that should be kept in a secure

part of the school with other confidential material. A copy of the Kent schools recording guidelines is available on Kelsi.

Preventative work in the classroom

Pupils need to learn how to keep themselves safe and how to report concerns in school. There are many training and resource packs available to help teachers design a curriculum which empowers children who may be being abused. Various elements can be incorporated into everyday teaching, including issues around safe use of the internet, touch, secrets, positive and healthy relationships, British Values, self-esteem, assertiveness and feelings and emotions.

Every School should have details of child protection and other policies easily available for staff – possibly in the staff room. Make sure you know where to find them!

Useful names and contacts

Designated Safeguarding Lead (s): Caroline KEMP (Assistant Headteacher)

Central Duty Team (CDT): Tel no: 03000 411111 Fax: 03000 412345 Early Help Triage: 03000 419222
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Area Safeguarding Adviser (Education) Tel no: 03000 412445

Safeguarding in Education HQ	03000 415792
West Kent Area Safeguarding Advisers (Education)	03000 412284
North Kent Safeguarding Advisers (Education)	03000 412445
East Kent Area Safeguarding Adviser (Education)	03000 418503
South Kent Area Safeguarding Adviser (Education)	03000 415648
Education Safeguarding Adviser (Online Protection)	03000 415797

Appendix 7:

CYPE – Education Safeguarding Team Contacts – 2017

Head Office – Sessions House Room 2.04, Sessions House, County Hall, Maidstone ME14 1XQ	
Claire Ray Principal Officer Kay Ashman Admin Support (part-time) Shirley Glasgow Admin Support	Office: 03000 415788 Mobile: 07920 108828 claire.ray@kent.gov.uk
Rebecca Avery Education Safeguarding Adviser – Online Protection	Office: 03000 415797 Mobile: 07789 968705 rebecca.avery@kent.gov.uk or for general enquiries: esafetyofficer@kent.gov.uk
Ashley Assiter e-Safety Development Officer	Office: 03000 422148 Mobile: 07545 743310 Ashley.assiter@kent.gov.uk or for general enquiries: esafetyofficer@kent.gov.uk
TRAINING & DEVELOPMENT Brook House, Reeves Way, Whitstable CT5 3SS	
Mike O’Connell Education Safeguarding Adviser	Office: 03000 418707 Mobile: 07740 183807 mike.oconnell@kent.gov.uk
NORTH KENT – Dartford, Gravesham, Sevenoaks Worrall House, 30 Kings Hill Avenue, West Malling, ME19 4AE	
Jonathan Hogben Area Safeguarding Adviser (Education) Linda Funnell Safeguarding Admin Support (part-time)	Office: 03000 412445 Mobile: 07740 183798 jonathan.hogben@kent.gov.uk
WEST KENT – Tonbridge & Malling, Tunbridge Wells, Maidstone Worrall House, 30 Kings Hill Avenue, West Malling, ME19 4AE	
Robyn Windibank Area Safeguarding Adviser (Education) Linda Funnell Safeguarding Admin Support (part-time)	Office: 03000 412284 Mobile: 07540 677200 robyn.windibank@kent.gov.uk
EAST KENT – Swale, Canterbury, Thanet Brook House, Reeves Way, Whitstable CT5 3SS	
Julie Maguire Area Safeguarding Adviser (Education) Katie Agnew Safeguarding Admin Support (part-time)	Office: 03000 418503 Mobile: 07968 620707 julie.maguire@kent.gov.uk
SOUTH KENT – Ashford, Shepway, Dover Kroner House, Eurogate Business Park, Ashford TN24 8XU	
Peter Lewer Area Safeguarding Adviser (Education) Lin Storton Safeguarding Admin Support (part-time)	Office: 03000 415648 Mobile: 07917 602413 peter.lewer@kent.gov.uk

Central Duty: 03000 411111

Urgent child protection issue outside of office hours call: **03000 41 91 91**

Early Help & Preventative Services: earlyhelp@kent.gov.uk

or phone 03000 419222

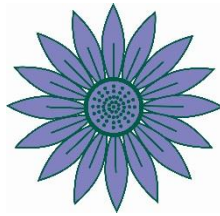


MAYFIELD GRAMMAR SCHOOL, GRAVESEND

SAFEGUARDING INCIDENT / CONCERN FORM

Pupil/Child name	Date of birth and Year Group/Class
Name and position of person completing form (please print)	
Date of incident /concern: (DD MM YY)	
Incident / concern (who what where when)*	
Any other relevant information (witnesses, immediate action taken)*	
Signature: (name of member of staff)	Date form completed (DD MM YY)
Role:	
Action taken (including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL)	
Signature of DSL	Date (DD MM YY)
Signature of Lead DSL (if appropriate)	Date (DD MM YY)

*Continue on a separate sheet if necessary



MAYFIELD GRAMMAR SCHOOL, GRAVESEND

DSL SAFEGUARDING RECORD OF ACTION / CONTACTS

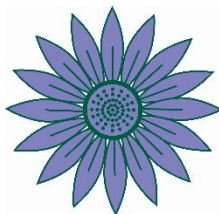
PUPIL/CHILD NAME:		
DATE (DD MM YY)	DETAILS	SIGNATURE



MAYFIELD GRAMMAR SCHOOL, GRAVESEND

DSLs DETAILED RECORD OF ACTION/DECISIONS

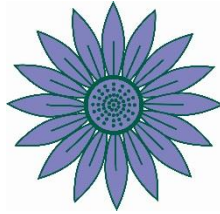
PUPIL/CHILD NAME:	
DATE (DD MM YY)	DETAILS
Signature	



MAYFIELD GRAMMAR SCHOOL, GRAVESEND

SAFEGUARDING RECORD FRONT SHEET

Pupil/Child name:		Date of birth:	
Any other name by which child is known:			
Home address:		Current address (if different)	
Telephone no:			
Family members i.e. parents / carers / siblings:			
Name	Relationship	Address	School details
Date file started: (DD MM YY)			
Are records held in school relating to other connected children?			
Contact details of other professionals			
Name	Agency	Address	



MAYFIELD GRAMMAR SCHOOL, GRAVESEND

Official Record of DSL Meetings (To be kept by Lead DSL)

DATE OF MEETING:			
PRESENT: (DSL's name and role)			
CHILD	CONCERN/UPDATE	ACTION TO BE TAKEN	WHO WILL TAKE ACTION AND DATE TO BE COMPLETED
OTHER ISSUES DISCUSSED:			
DATE OF NEXT MEETING: (DD MM YY)			