

THE CEDAR FEDERATION

IFIELD SCHOOL & KING'S FARM PRIMARY SCHOOL

Safeguarding & Child Protection Policy

Approved: Autumn 2019

Review date: Autumn 2020

SAFEGUARDING & CHILD PROTECTION Policy

The Cedar Federation Ifield School & King's Farm Primary School

Key contact personnel in School

Designated Safeguarding Lead:

Ifield School

Miss Madeleine Jones – Head of School

Deputy Designated Safeguarding Leads

Ifield School

Mrs Abigail Birch – Executive Headteacher

Mr Neil Dipple – Assistant Headteacher

Mr Joe White – Assistant Headteacher

Mr Paul Jackson – Deputy Director

Miss Denise Moore – Head of Sixth Form and LINK19

Mr Rob Rosslyn – Assistant Director

Mrs Sam Hargood – Sixth Form Teaching, Learning & Curriculum Lead

Mrs Susan High – Nursery Teacher

Designated Safeguarding Lead:

King's Farm Primary School

Mr Chris Jackson – Head of School

Deputy Designated Safeguarding Leads

King's Farm Primary School

Mrs Abigail Birch – Executive Headteacher

Mrs Kim Mitten – Family Support Worker

Mr Paul Jackson – Deputy Director

Mrs Susan High – Nursery Teacher

Named Safeguarding Governor: Mr Andrew Sparks

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say that they have read and understood its content and Part 1, Keeping Children Safe in Education, September 2019.

This policy will be reviewed at least annually and / or following any updates to national and local guidance procedures.

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What to do if you have a welfare concern in **The Cedar Federation**

Why are you concerned?

- For example
 - Disclosure
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Immediately record your concerns (if urgent, speak to a DSL first)

- Follow the schools procedure ([Immediately record concerns and share with DSL](#))
 - Reassure the child
 - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead

Ifield School: Miss Maddy Jones – Head of School (DSL), Mrs Abigail Birch – Executive Headteacher, Mr Neil Dipple – Assistant Headteacher, Mr Joe White – Assistant Headteacher, Mrs Sam Hargood – Sixth Form Teaching, Learning and Assessment Curriculum Lead, Miss Denise Moore – Head of Sixth Form
Mr Paul Jackson – Deputy Director, Mr Rob Rosslyn – Assistant Director, Mrs Susan High – Nursery Teacher

King's Farm Primary School: Mr Chris Jackson – Head of School (DSL), Mrs Abigail Birch – Executive Headteacher, Kim Mitten – Family Support Worker, Mr Paul Jackson – Deputy Director, Mrs Susan High – Nursery Teacher

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm. E.g. unsafe to go home
- Access the KSCMP Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. Internal or community services, LADO, Early Help Open Access, Police or Request for Support for integrated childrens services
- If unsure then consult with Area Education Safeguarding Adviser (03000 412445, 0774083798) or Local Authority Social Worker at Central Referral Unit.

If you are unhappy with the response Staff:

- Seek advice from the Education Safeguarding Team (03000 415788)
- [Follow the Federation Whistleblowing Procedure](#)
- [Contact the Safeguarding Governor](#)
- [Contact the NSPCC Whistleblowing Line \(0800 0280285\)](#)

Pupils and Parents:

- Follow school complaints procedures ([available upon request from the school office and on school websites](#))

Record decision making and action taken in the child's child protection/safeguarding file

Monitor

Be clear about:

- What you will monitor e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

In the event of the DSL and all Deputy DSLs being unavailable at the school with a concern, please contact the DSL from the other school, either Ifield or King's Farm.

1. Introduction and ethos

- The Cedar Federation is a community and all those directly connected (staff, volunteers governors, parents, families and pupils) have an essential role to play in making it safe and secure. The Cedar Federation recognises our statutory responsibility to safeguard and promote the welfare of all children.
- The Cedar Federation recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly.
- Our school core safeguarding principles are:
 - We are an important part of the wider safeguarding system for children.
 - It is our whole school responsibility to safeguard and promote the welfare of children.
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All children have a right to be heard and to have their wishes and feelings taken into account.
 - All our staff understand safe professional practice and adhere to our safeguarding policies.

2. Definition of safeguarding

- “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, 2019).
- 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 of School 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.
- 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 (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-agency Partnership (KSCMP) .

3. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' (2019)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Safeguarding Children Procedures (Online)
 - Early Years and Foundation Stage Framework 2017 (EYFS)

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are 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.

- The school acknowledges that this policy recognises a range of safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child criminal exploitation (County Lines)
 - Domestic Abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse
 - Human trafficking and modern slavery
 - Mental health
 - Missing children and adults
 - Online safety
 - Peer on Peer Abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Sexual violence and sexual harassment Upskirting
 - Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2019)

4. Related safeguarding policies

This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below. (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
- Relationship & Sex Education
- Personal and Intimate Care
- 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 pupils with medical conditions

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
 - KSCMP 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
 - Teaching Assistant Standards (2016)
 - Safer Recruitment
 - Keeping Children Safe in Education, September 2019
 -
- **These documents can be found on the Safeguarding Board in the school staffrooms. At Ifield School, all policies are available for inspection in the front office. At King's Farm School, all policies are available for inspection in the staff room.**
 - **They are also available to access via the school website:**
<http://www.ifieldschool.com/page/?title=School+Policies&pid=21>
<http://www.kings-farm.kent.sch.uk/Policies/>

5. Key responsibilities

- The Governing Body have read and will follow KCSIE 2019.
- The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies and structures supporting safeguarding children are reviewed at least annually and when required.
- The Governing Body, Executive Headteacher, Heads of Schools and Leadership Team will ensure that the DSL is properly supported in their role.

5.1 Designated Safeguarding Lead (DSL)

- Each school has appointed a member of the leadership team (Ifield School –Head of School, Miss Maddy Jones; King’s Farm School – Head of School, Chris Jackson) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL’s training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually (e.g. *e-Bulletins, conferences, local meetings, internal and external training*), to keep up with any developments relevant to their role.
- Deputy DSLs are trained to the same standard as the DSL. 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
 - In the case of Children Looked After, the DSL should have the details of the child’s social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher.)
 - Liaise with other agencies and professionals in line with WTSC 2018
 - Ensure that locally established referral procedures are followed as necessary
 - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the school’s role in any multi-agency plan for a child.
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns

Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019).

5.2 Members of staff

- **All members of staff have a responsibility to:**
 - Provide a safe environment in which children can learn.
 - Be prepared to identify children who may benefit from early help.
 - Understand the early help process and their role in it.
 - Understand your schools safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - Know what to do if a child tells them that he or she is being abused or neglected.
 - Know how to maintain an appropriate level of confidentiality.
 - Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

5.3 Children and young people

- **Children and young people (pupils) have a right to:**
 - Contribute to the development of school safeguarding policies
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

5.4 Parents and Carers

- **Parents/carers have a responsibility to:**
 - Understand and adhere the relevant school/policies and procedures.
 - Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website

<http://www.ifieldschool.com/page/?title=School+Policies&pid=21>

<http://www.kings-farm.kent.sch.uk/Policies/>

6. Recognition and types of abuse and neglect

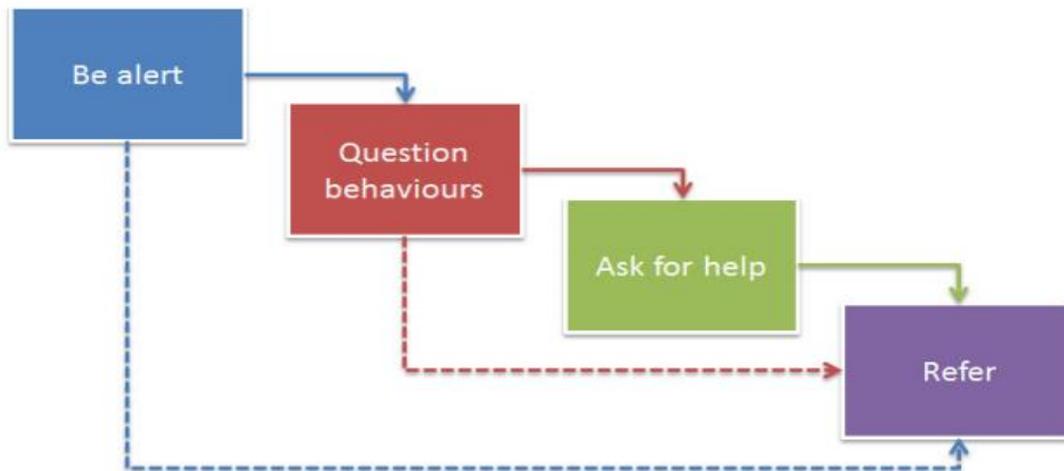
- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents

who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

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

7. Safeguarding and child protection procedures

- The Cedar Federation adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website www.kscmp.org.uk All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children’s Social Work Services and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- The DSL may seek advice or guidance from Area Education Safeguarding Adviser from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCMP, unless

there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from a Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation from a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Team.

8. 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 if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL as this needs to take priority.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Safeguarding/concern forms are kept in the staffroom, school office and shared area on staff network.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school.
- Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
- The Executive Headteacher will be kept informed of any significant issues by the DSL.

9. Multi-agency working

- The Cedar Federation recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018).
- Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. The Cedar Federation recognises the importance of multi-agency working and will support

attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

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

10. Confidentiality and information sharing

- The Cedar Federation recognises that all matters relating to child protection are confidential. The Executive Headteacher or DSL will only disclose information about a pupil to other members of staff on a need to know basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. DfE Guidance on Information Sharing (July 2018) provides further detail. This can be found in the staff room and school office at lfield School. At King's Farm School this can be found in the family support worker's office.

11. 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 in the school office and on the school website.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff policy. This can be found in the school office.

12. Staff induction, awareness and training

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2019) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A. **(This information is kept on the single central record).**
- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school's internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.

- 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 register of who has been trained.
- Although the school has a nominated lead for the governing body (Mr Andrew Sparks), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe working practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

14. Staff supervision and support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
 - All staff will be supported by the DSL in their safeguarding role.
 - All members of 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.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.
- The schools provide a termly Supervision Surgery for all staff to share any concerns or issues they may have.

15. Safer recruitment

- The Cedar Federation is committed to ensure that a safe culture is developed and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and staff .
- The Governing Body and Leadership Team are responsible for ensuring that the schools follow safe recruitment processes outlined within guidance.
- The Cedar Federation is responsible for ensuring that the schools maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (“the 2018 regulations”), Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

16. Allegations against members of staff and volunteers

- The Cedar Federation 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 Executive Head Teacher or Head of School 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 Executive Headteacher or Head of School, then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school’s 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
- The Cedar Federation has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If

these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

When in doubt – consult

17. Safeguarding children with Special Educational Needs and Disabilities

- The Cedar Federation 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.
- The Cedar Federation 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.

18. Peer on Peer Abuse

- All members of staff at The Cedar Federation recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. Staff and leadership are to be mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- The Cedar Federation believes that abuse is abuse and it will never be tolerated.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- 'Sexting' (Youth Produced Sexual Images) will not be tolerated. The school will respond to cases of 'sexting' in line with UKCCIS "Sexting in Schools and Colleges" guidance and in line with Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.

19. Gangs, County Lines, Violent Crime and Exploitation

- The Cedar Federation recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - a. Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - b. Increased absence from school.
 - c. Change in friendships/relationships with others/groups.
 - d. Significant decline in performance.
 - e. Signs of self-harm/significant change in wellbeing.
 - f. Signs of assault/unexplained injuries.

20. Online safety

- It is recognised by The Cedar Federation that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.
- The Cedar Federation identifies that the issues 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' 2019.
- The Cedar Federation recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools Online Safety Policy, Acceptable Use Policy and Image Use Policy which can be found in the main school office at lfield School and in the staffroom at King's Farm School.
- The Cedar Federation will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. Website filtering and screening is covered by Lightspeed Systems and Net Support DNA Console and is used in both schools.
- The Cedar Federation acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

- The Cedar Federation 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.

21. Curriculum and staying safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.
- Our school systems support children to talk to a range of staff. Children at The Cedar Federation will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

22. The use of school premises by other organisations

- Where services or activities are provided separately by another body using the school premises, the Executive Head Teacher, Head of School 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.
- 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.

24. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.
- The policy forms part of our school development plan and will be reviewed annually.

25. Local support

- All members of staff in The Cedar Federation are made aware of local support available
 - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
 - www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
 - **Contact details for Online Safety in the Education Safeguarding Team**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
 - Ashley Assiter, Online 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 Social Work Services**
 - Front Door: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Early Help and Preventative Services**
 - earlyhelp@kent.gov.uk
 - 03000 419222
 - **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
 - **Kent Prevent Advisor**
 - Julie Germaney 07989 992381
 - **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126

26. National Support

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): 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
- Domestic abuse services: www.domesticabuseservices.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.parentinfo.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

The Cedar Federation is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in the Federation.

SINGLE EQUALITIES SCHEME IMPACT ASSESSMENT

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Reviewed Date: Autumn 2019

Review Date: Autumn 2020

Signed by Chair of Governors:.....

Signed by Executive Headteacher:.....

Signed by Chair of Teaching, Learning & Assessment Committee:

Appendix 1: What school and college staff should look out for

(See Keeping Children Safe in Education 2019 – Part 1)

Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of abuse and neglect

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

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

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

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

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

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

Contextual safeguarding

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

Appendix 1a

Examples that MAY INDICATE abuse

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.

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

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

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 2: Further Information

(See Annex A of Keeping Children Safe in Education 2019)

Children and the court system

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

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

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. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse

or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse](#)

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

So-called 'honour-based' violence (Including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

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 good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

[Extremism](#) is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. [Radicalisation](#) refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and
 - upskirting

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Keeping Children Safe in Education 2019, Part 1 guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Appendix 3: 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
- KSCMP: www.kscmp.org.uk

6. Relax

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

APPENDIX 4 Safeguarding incident / concern form

SAFEGUARDING INCIDENT / CONCERN FORM

Pupil name:	DOB and Year Group:
Name and role of person completing form (please print):	
Date of incident /concern:	Time of incident/concern:
Incident/concern (Verbatim recording and who, what, where, when):	
Any other relevant information (witnesses, immediate action taken):	
Action taken:	
Signature of person completing form:	Date form completed (DD/MM/YY):
DSL or Deputy DSL action (including reasons and outcomes):	
Signature of Deputy DSL:	Date (DD/MM/YY):
Signature of DSL:	Date (DD/MM/YY):

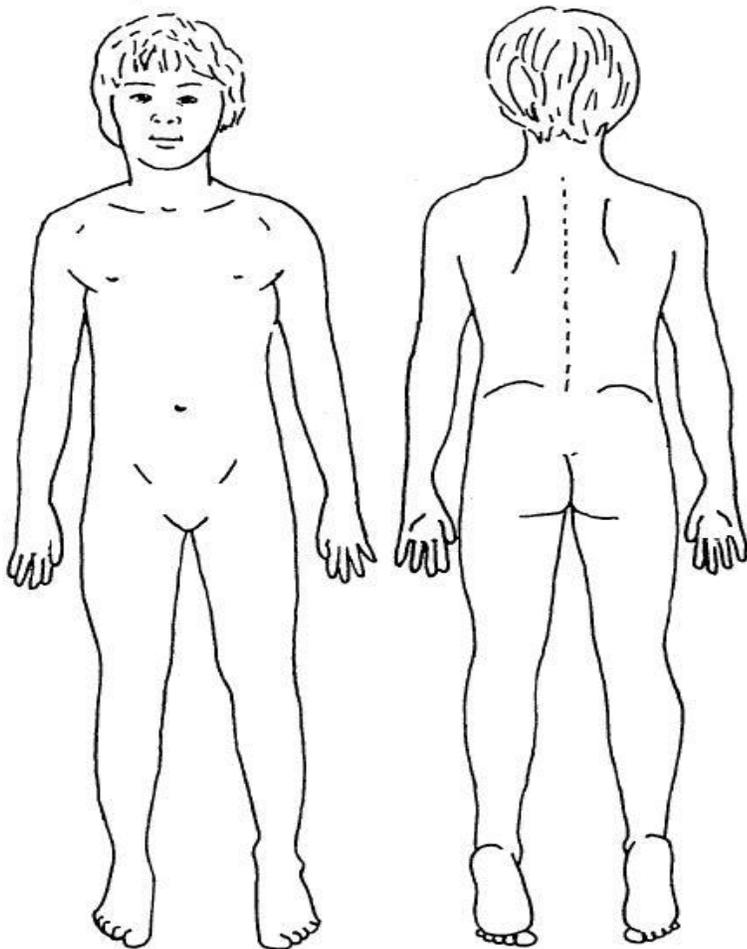
BODY MAP

CONFIDENTIAL

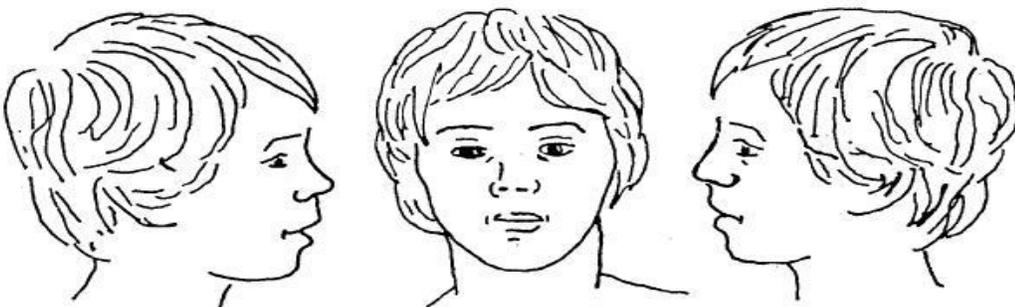
Child's name:

Date and Time observed:

Description of marks:



Signature:



Appendix 5 – Ifield School Staff Guidance

What to do if you are concerned for a child:

If you are concerned about a pupil but are unsure whether it is a safeguarding issue, please report your concerns to the DSL.

Please complete a Safeguarding Incident/Concern form (yellow) which can be found in the staffroom and hand this into the DSL without delay.

What to do if a pupil starts to disclose abuse:

DO:

- Reassure the child that he/she is right to tell and is not to blame
- Make sure they feel secure and safe and explain what you are going to do next
- Record as much as you can remember, using the child's own words. Include the date and time of disclosure and sign it. Records are kept securely by the DSL.

DO NOT:

- Promise to keep it a secret. You have to make sure the child is safe and may need to ask other adults to help you do this.
- Question the child: let him/her tell you what he/she wants to tell you and no more
- Carry out an investigation into an allegation — this is not your role.

TED

Tell
Explain
Describe

Ifield School Safeguarding Team

Miss M Jones	Head of School Designated Safeguarding Lead
Mr J White	Assistant Headteacher Deputy Designated Safeguarding Lead
Mr Neil Dipple	Assistant Headteacher Deputy Designated Safeguarding Lead
Mrs A Birch	Executive Headteacher Deputy Designated Safeguarding Lead
Mr P Jackson	Deputy Director Deputy Designated Safeguarding Lead
Miss D Moore	Head of Sixth Form and LINK19 Deputy Designated Safeguarding Lead
Mr R Rosslyn	Assistant Director Deputy Designated Safeguarding Lead
Mrs S Hargood	Teaching, Learning & Curriculum Lead Deputy Designated Safeguarding Lead
Mrs S High	Nursery Teacher Deputy Designated Safeguarding Lead
Mr Andrew Sparks	Named Safeguarding Governor

Allegations against Staff

Any allegation made against a member of staff must be reported immediately to the DSL to determine how the matter should be investigated in consultation with the LADO

Useful Contacts

Integrated Front Door
03000 41 11 11
Out of Office Hours
03000 41 91 91

IFIELD SCHOOL SAFEGUARDING CHILDREN AND CHILD PROTECTION Induction Leaflet Guidelines for School Staff & Visitors

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 will read, understand and have a copy of Part 1 of Keeping Children Safe in Education (KCSIE) 2019.

The protection of children in Kent is overseen by the Kent Safeguarding Children Multi-agency Partnership (KSCMP). You 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' (2018). The online procedures manual can be found on the KSCMP website: www.kscmp.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 trusted adult, a professional or another child.

Everybody who works with children has a duty to help protect them from abuse. All staff must know how to recognise possible abuse both within the setting and externally. You should be familiar with the processes of recording information in your setting and making requests for support from the Front Door and the Police.

Every school is required by the KCSIE 2019 have a Designated Safeguarding Lead (DSL) and deputy to ensure there is always someone available to discuss child protection concerns.

Introduction

Ifield School is committed to creating and maintaining a safe and positive environment for all young people and accepts the responsibility to help safeguard and protect them from harm.

The school's Child Protection and Safeguarding Policy is available at Reception and on the Staff Resources drive. All staff should read part 1 of Keeping Children Safe in Education 2019—provided in your Welcome Pack—and sign the register held in Reception to confirm that you have read and understood this document.

Indicators of Abuse

Child Abuse can present in many different ways; there may be physical evidence, such as: marks, bruises or weight loss. Or there may be behavioural evidence such as: reluctance to change for P.E, becoming aggressive or withdrawn, or a change in normal behaviour.

You may also notice changes in a child's presentation, friendships or ability to concentrate etc. A child may choose to disclose abuse; this may be directly, by telling you what happened or indirectly, by telling friends or by asking for advice about a situation involving another person.

Staff may also notice concerns and behaviour changes in adults within the setting, including, staff or parents/carers. We ask that you be curious, record and report anything which may worry you to the DSL.

Requesting support from the Integrated Front Door

The new Children's Services Integrated Front Door brings together the Central Duty Team and Early Help Triage. If a child or family needs support/intervention from Early Help or Children's Social Care, the DSL will ensure that a Request for Support Form is completed as appropriate via the new integrated Front Door system.

This form can be downloaded from the Child Protection and Safeguarding web page: www.kelsi.org.uk or www.kscmp.org.uk

Types of Abuse

Physical abuse:

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; some may be clearly premeditated with intent to cause harm.

Neglect:

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 indecent images of children (including via the Internet), as well as attempted or actual sexual intercourse; adverse effects may endure into adulthood. Sexual abuse can be carried out by women and other children as well as men.

Emotional Abuse:

Ranges from rejection, refusing to show a child love or affection, making a child unhappy by continually belittling her/him or verbally abusing her/him. It has an important 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 abuse, 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 of or a child's parents do not obscure professional views of their child's emotional development. Serious bullying, causing a child to feel frightened or in danger may be regarded as emotional abuse.

Other Safeguarding Risks:

Our staff are aware of a range of other safeguarding concerns, including Child Sexual Exploitation (CSE), Radicalisation and extremism (The Prevent Agenda) and Honour based violence (including Female Genital Mutilation). More information can be found at www.kelsi.org.uk/child-protection-and-safeguarding

We have a duty to report directly to the Police.

Online Safety:

The internet and related technologies provide wonderful opportunities for creativity, learning and communication. However, our setting recognises that there are also risks associated with this, including: sexual grooming, abuse and exploitation, cyberbullying and exposure to inappropriate material.

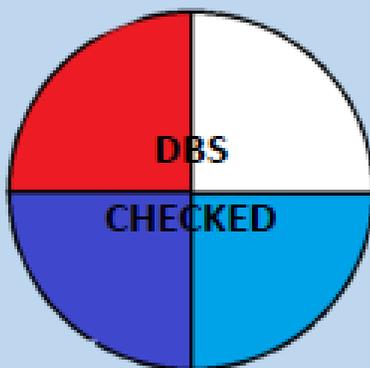
Online Safety is viewed as part of our schools safeguarding role and responsibility. Members of staff are made aware of the schools online safety policy and procedures, including our acceptable use of technology expectations regarding communication and use of social media. In this school staff and pupil website searches are monitored and reported to SLT daily.

Further advice regarding online safety can be found at: www.e-safety.org.uk.



SAFEGUARDING NOTICE

Coloured Lanyards



- All staff wear ID badges with a red, white or blue staff lanyard.
- All visitors who are DBS checked wear a RED lanyard.
- All visitors who are not DBS checked wear a YELLOW lanyard or a visitor sticker and must be accompanied by a staff member at all times.
- All work Experience Students wear a GREEN lanyard and should be supervised by a member of staff at all times.
- Governors wear a NAVY BLUE lanyard and are all DBS checked.
- If you see someone with a YELLOW lanyard or a visitor sticker and they are unaccompanied, please stop and ask them who they are and accompany them to where they are going. Ensure you hand them over to another member of staff.
- Please remember our Whistleblowing Policy at all times whatever the lanyard colour.

Appendix 6

KING'S FARM PRIMARY SCHOOL
SAFEGUARDING RECORD FRONT SHEET

Pupil 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:

Are records held in school relating to other connected children?

Contact details of other professionals

Name	Agency	Address



King's Farm Primary School

Cedar Avenue
Gravesend
Kent DA12 5JT

Tel: 01474 566979

Fax: 01474 567767

Email: office@kings-farm.kent.sch.uk

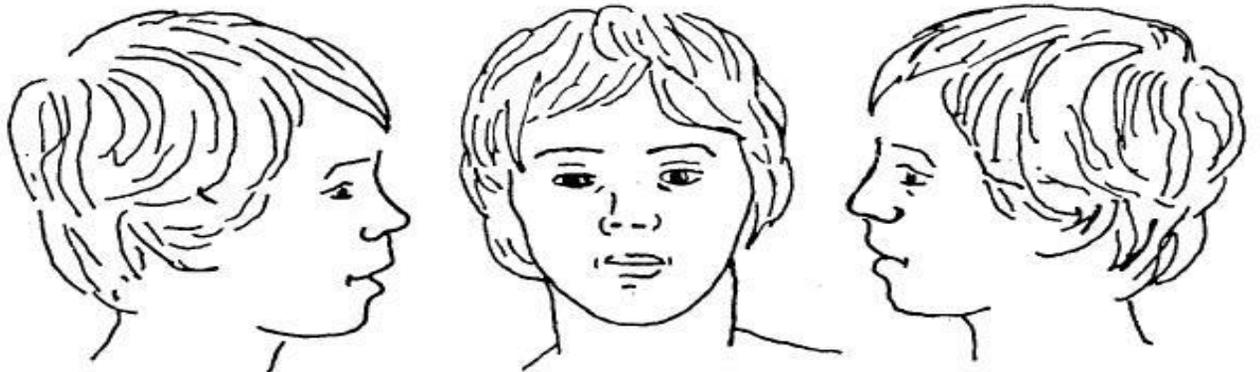
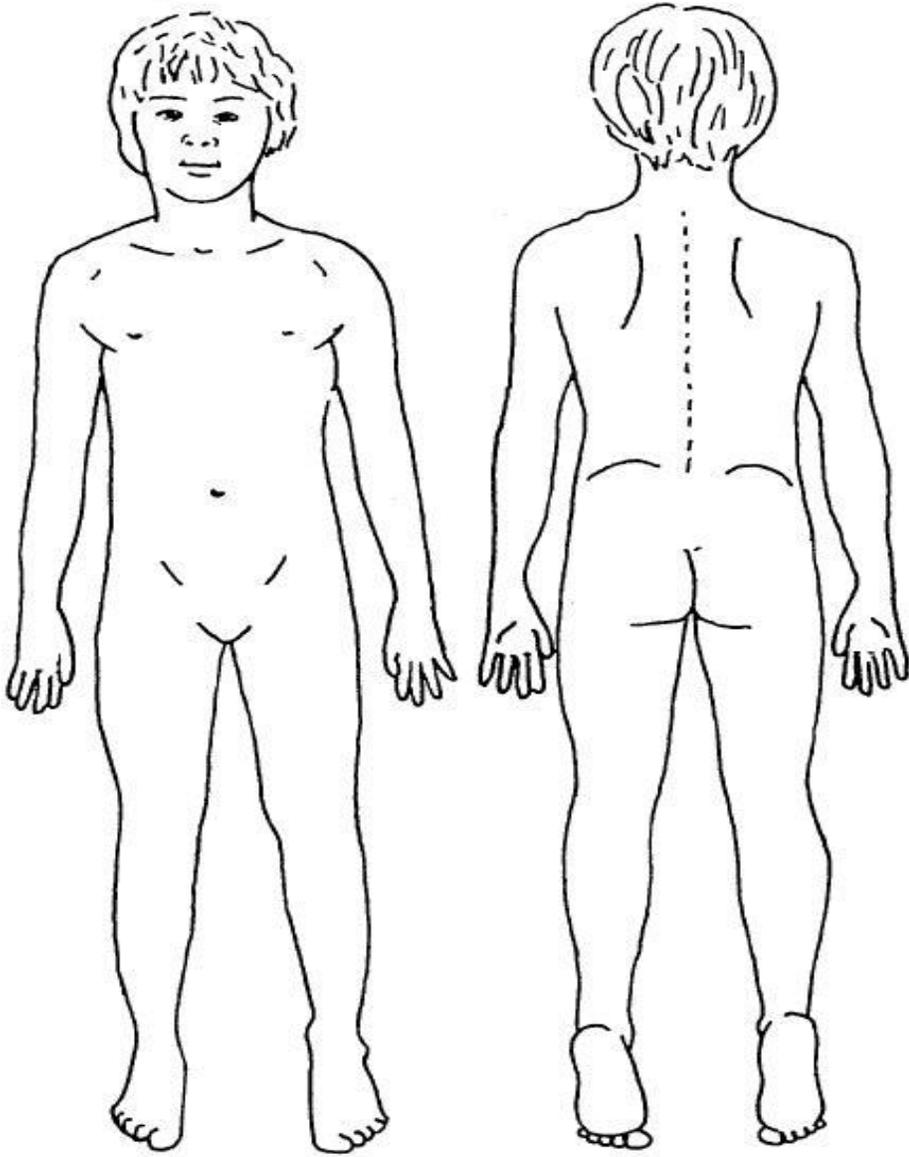
Website: www.kings-farm.kent.sch.uk

Head of School: Mr Chris Jackson

SAFEGUARDING INCIDENT/CONCERN FORM

Pupil / Child Name:	DOB and Year Group / Class:
Name & Position of person completing form (please print)	
Date of incident / concern: (DD MM YY)	
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



This form is designed as a quick reference guide and should be used in conjunction with the online Kent Support Level Guidance www.kscbb.org.uk

The following examples and key features are for guidance only, these should always be considered in respect of the impact they are having on the child or young person

UNIVERSAL SUPPORT LEVEL 1	ADDITIONAL SUPPORT LEVEL 2	INTENSIVE SUPPORT LEVEL 3	SPECIALIST SUPPORT LEVEL 4
<p>Children and Young People</p> <ul style="list-style-type: none"> Physically healthy with development checks up to date Has an adequate and nutritious diet, regular dental and optical checks Attendance at school/college/training above 90% No concerns about home/school link Able to discriminate between 'safe' and 'unsafe' Has a good understanding of right and wrong No concerns about child's mental health No barriers to learning and no concerns about child's cognitive development No concerns about child's behaviours Child has a positive sense of self with no concerns about forming relationships No concerns about attitude to drugs or alcohol No concerns about child's use of technology <p>Parents and Carers</p> <ul style="list-style-type: none"> Parents/carers can meet their child's needs including taking them to school, dentist, opticians or hospital appointments. Parents/carers provide their children with guidance and boundaries to support child's development Parents/Carers provide secure/caring parenting Parents/Carers able to manage child/Young persons behaviours <p>Family and Environment</p> <ul style="list-style-type: none"> Stable and affectionate relationships with care givers To live in adequate housing and in a safe and secure environment To have good core relationships with siblings To have positive relationship with peers To have a positive sense of self and abilities Child/Young person demonstrates age or developmentally appropriate responses in feelings and actions Child has good quality early attachments Child/Young Person is able to understand right from wrong and acting appropriately 	<p>Children and Young People</p> <ul style="list-style-type: none"> Occasional absence/truancy from school Potential of becoming NEET Missing or absence from home Young person presents with low level indicators from the Child Sexual Exploitation Tool Kit Use of fixed term exclusions Poor attachments Child is a young carer Child is teenage parent Concerns about reaching developmental milestones Language / communication difficulties Has a diagnosed disability or sensory impairment Child is associating with peers who are involved in crime or anti-social behaviours Low level drug/alcohol use impacting negatively Low level mental health or emotional issues or self harm Child expressing thoughts of 'running away' Disruptive/challenging behavioural difficulties Low level offending/anti-social behaviours – at risk of entering Youth Justice System Some evidence of risky use of technology/on-line safety concerns <p>Parents and Carers</p> <ul style="list-style-type: none"> Families affected by poverty affecting their access to appropriate services/affecting the child's development Parents/carers struggle to meet child's needs, or they place their own needs above the needs of the child Parent/carers health including physical/mental/learning disability or substance misuse, impacts negatively on the child's health or development Parents/carers struggle to manage child's behaviours Poor engagement with Universal Services likely to impact on child's health or development Poor supervision provided by parents/carers Parents/carers require support to understand child's disability or sensory impairment and strategies to manage <p>Family and Environment</p> <ul style="list-style-type: none"> Low level Domestic Abuse present in the family home Low level drug and/or alcohol misuse Low level offending/anti-social behaviours – Parents/carers at risk of entering the Criminal Justice System Low level/emerging neglect Parent was a Child in Care Child is affected by difficult family relationships Housing in poor state of repair impacting on child's health or development or serious level of overcrowding 	<p>Children and Young People</p> <ul style="list-style-type: none"> Persistent unauthorised absence from school / NEET At risk or has been permanently excluded from school Regularly missing from home or school with no explanation Significant disabilities Serious delay in achieving milestones raising significant concerns Teenage pregnancy Risky sexual behaviours At risk from Radicalisation through technology or inappropriate relationships Young person presents with medium level indicators from the Child Sexual Exploitation Tool Kit Domestic abuse, drugs and alcohol issues Child subject of a Court Ordered Report under s7 or s37 being completed by children's social care Children placed under an Education Supervision Order under Section 36 of the Children Act Significant dental decay that has not been treated Potential of becoming involved in gangs Homeless child in need, including 16-17 years old Young Carer whose caring duties are affecting outcomes <p>Parents and Carers</p> <ul style="list-style-type: none"> Chronic neglect where food, warmth and other basics are often not available Inconsistent parenting impairing emotional/ behavioural development of child/ Inappropriate child care arrangements Parent/carer health/disability/learning difficulty or substance misuse has a direct negative impact on the child Parent/carer own emotional or mental health difficulties have a direct impact on child's health or development Parent/carer provides inconsistent boundaries which seriously impacts on the child's development Pre-birth assessment required due to concerns Parent/carer of disabled child requires support to care <p>Family and Environment</p> <ul style="list-style-type: none"> Concerns about the level of domestic abuse Substance misuse significantly impacting on child Risk of homelessness due to relationship breakdown Child is Privately Fostered Neglect issues significantly impacting on the child Risk of family breakdown leading to child becoming looked after outside family network Child exposed to contact with people who pose a risk to physical or sexual harm to children Risk of family breakdown leading to child becoming looked after outside family network Family at risk of eviction despite support from EH and/or Housing 	<p>Children and Young People</p> <ul style="list-style-type: none"> Non-organic failure to thrive Sexually inappropriate behaviour Sexually aggressive behaviour Teenage parent/pregnancy under age of 13 years old Sexually transmitted infection in a child under 13 years old Physical / Sexual abuse including child sexual assault Frequently missing from home Offending and in the Youth Justice System Relationship breakdown/homelessness Persistent social exclusion Child/Young person presenting with several indicators from all categories with one or more high-risk indicators from the Child Sexual Exploitation Tool Kit Child at immediate risk of significant harm arising from radicalisation, travel to conflict zones, or involvement in terrorist activity Gang member or involvement in drug crime Child beyond parental control and placing self at risk of significant harm Caring for severely or profoundly disabled child has a significant impact on parent/carers ability to meet the child's needs <p>Parents and Carers</p> <ul style="list-style-type: none"> Parent/carer refusing medical care endangering life /development Child left in care of adult known or suspected to be a risk to children or lives in the same house as the child Child is left home alone without adequate supervision or support Parents unable to restrict access to home by adults known to be a risk to children and other adults Parents own needs mean they cannot keep their child/young person safe Pre birth assessment indicates unborn child is at risk of significant harm Parents have or may have abused or neglected the child/young person Parent/carer has mental health issues, including self-harming behaviour, that present a risk of significant harm to the child. Parent/carer's domestic abuse and/or substance misuse that presents a risk of significant harm to the child Previous child/young person has been removed from parents' care Deliberate cruelty or emotional ill-treatment of a child resulting in significant harm Concern that a child is suffering or likely to suffer harm as a result of fabricated or induced illness <p>Family and Environment</p> <ul style="list-style-type: none"> Abandonment or severe Neglect Emotional Abuse including significant harm due to Domestic Abuse (DA) Child Sexual Exploitation (CSE) Human Trafficking Female Genital Mutilation (FGM) Forced Marriage or Honour Based Violence Significant concern about Radicalisation

UNIVERSAL SUPPORT LEVEL 1	ADDITIONAL SUPPORT LEVEL 2	INTENSIVE SUPPORT LEVEL 3	SPECIALIST SUPPORT LEVEL 4
<p>Universal services are provided to or are routinely available to all children and families. These services are accessed in the local community and delivered by partners including schools, GPs, hospitals, community health services, children's centres, youth hubs, police, fire service and voluntary and community groups</p>	<p>Children and families with additional needs who require extra help to improve education, parenting, behaviour or to meet specific health needs. These needs can be met by universal services working together or with the addition of some targeted services</p>	<p>Intensive support can be offered to children and families where they have complex or multiple needs requiring local authority services to work together with universal services to assess, plan and work with the family to bring about positive change. Includes Intensive Family Support Early Help and/or Child in Need services</p>	<p>Children who are considered to have been harmed or are likely to suffer significant harm as a result of abuse or neglect/ removal from home/or will suffer serious lasting impairment without the intervention of local authority statutory services under high level concern Child in Need (CIN) or high-risk Child Protection (CP) Services and Specialist Youth Justice work.</p> <p>Children whose disability affects all aspects of development.</p>
<p><u>If you require support for a child or family at this Support Level, here are some questions to ask yourself:</u> <u>What support is needed and where can I get this?</u> The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide some extra support or it may be that you can signpost the family to another agency. <u>Are the family requesting support?</u> Yes—discuss support required and gain consent <u>What support is needed and where can I get this?</u> The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide some extra support or it may be that you can signpost the family to another agency <u>Have I tried all my resources?</u> All your inhouse resources should be tried before considering involving another agency. <u>What other services can I contact locally for support, have I tried all these?</u> Please check online for other services in your local area. <u>What do I do next?</u> This will depend upon the support required. Firstly speak to the family about which professionals or services are already involved with the children/family; consider other Universal Services e.g. GP or Health visitor, Nursery, Education/school, Church, Local Charity or Voluntary or Community group.</p>	<p><u>If you require support for a child or family at this Support Level, here are some questions to ask yourself:</u> <u>What support is needed and where can I get this?</u> The first step is to discuss any concerns with the family and agree what action is needed and where the family would like to receive support from. Signpost the family or contact the service direct Ensure you have 'agreement to engage' before taking any action. <u>Have I tried all my agency resources?</u> All your inhouse resources should be tried before considering involving another agency. <u>What other services can I contact locally for support, have I tried all these?</u> Please check online for other services in your local area via KSCB website, Headstart Resilience Hub, SEND local offer or by contacting your local networks <u>What do I do next?</u> This will depend upon the type of support required. Firstly speak to the family about whom or which services are already involved with the children/family. With agreement other options available may include; <i>Contact the child's school</i> <i>Contact a local Group or Charity</i> <i>Contact your local Borough Council</i> <i>Contact the School Health Team</i> <i>Contact your local Youth Hub</i> <i>Contact your local Children's Centre</i></p>	<p><u>Does my concern meet this Support Level?</u> Unsure—discuss your concerns with your agency Designated Safeguarding Lead. Yes—see below <u>Do I have the agreement to engage?</u> Yes—complete the Request for Support Form No—it is important that you share your concerns with the family and gain their agreement to complete the Request for Support form. Unsure—Please speak with family about your concerns and the support required and gain their 'agreement to engage' before completing the Request for Support form. <u>Has any previous support helped?</u> It is helpful to know what has worked well previously to identify the right support for the family. Please include this in the information you provide. <u>Do you need advice?</u> Please speak with your agency Designated Safeguarding Lead in the first instance. <u>What do I do next?</u> Agreement from the family to engage is required especially if Early Help is likely to be the most appropriate support for the family. If you have not discussed your concerns with the family please do so before completing the Request for Support Form. If you have 'agreement to engage' then Complete a Request for Support form www.kscb.org.uk/supportlevels</p>	<p><u>Does my concern meet this Support Level?</u> <u>Is this an immediate safeguarding concern?</u> Yes—if there are concerns that a child may be suffering significant harm, the Request for Support form should be completed and immediately submitted to the Front Door. The Form can be located at www.kscb.org.uk/supportlevels Unsure—discuss your concerns with your agency Designated Safeguarding Lead. No—discuss your concerns with the family and gain their agreement to engage with services—see below <u>Do I have consent/'agreement to engage'?</u> The family's 'Agreement to Engage' is required before you complete the Request for Support form unless there is immediate risk, or if it places a child at risk of significant harm. A completed copy of the form should be shared with the family. You should therefore have discussed your concerns with the family and explored with them what the most appropriate support may be for them. The family should be aware that the form will be used to determine the most appropriate support available. If the family refuse 'Agreement to Engage' this should not influence the decision to complete a Request for Support form where the level of concern warrants this. <u>What do I do next?</u> Complete a Request for Support form Do you need any further information or guidance? Go to; www.kscb.org.uk/supportlevels</p>

REMEMBER— You only need to complete a Request for Support Form if you are requesting support at Intensive or Specialist Support Levels 3 or 4.

Please do take care when completing the online 'Request for Support' form, because the information you provide in the form, will be used to assess which is the most appropriate level of support required. If it is not assessed to require support at Level 3 or 4, the form will be returned to you so that you can consider the Support Level 1 or 2 options. *For more information* www.kscb.org.uk/supportlevels