

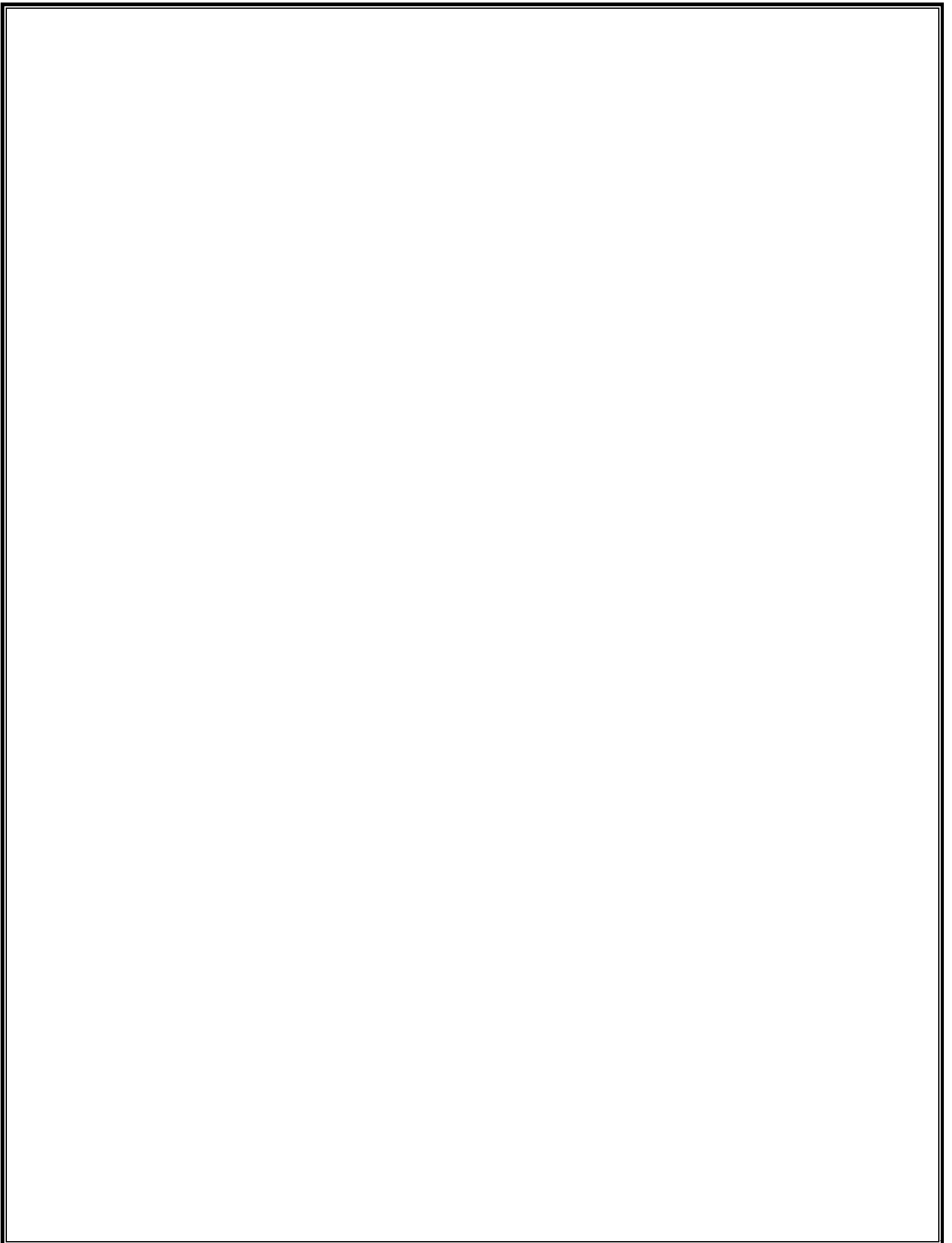
# **THE CEDAR FEDERATION**

## **IFIELD SCHOOL & KING'S FARM PRIMARY SCHOOL**

### **Safeguarding & Child Protection Policy**

Approved: Autumn 2017 updated Spring 2018

Review date: Autumn 2018



# **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 Maddy Jones – Head of School

Deputy Designated Safeguarding Leads

### **Ifield School**

Mrs Abigail Birch – Executive Headteacher

Mr Sam Kelleher – Assistant Headteacher

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

Mr Paul Jackson – Deputy Director

Miss Denise Moore – Head of Sixth Form

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

Kim Mitten – Family Support

Mr Paul Jackson – Deputy Director

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 2016.**

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

Date agreed: Autumn 2017

Date of next review: Autumn 2018

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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

- Follow the schools procedure ([Immediately record concerns and share with DSL](#))
  - Reassure the child
  - Clarify concerns if necessary (**TED: Tell, Explain, Describe**)
  - 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 Sam Kelleher – 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

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

## Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm. E.g. unsafe to go home
- Access the KSCB Threshold document and procedures: [www.kscb.org.uk](http://www.kscb.org.uk)
- Refer to other agencies as appropriate e.g. LADO, Early Help Notification Form or Inter-Agency Referral Form
- If unsure then consult with Area Education Safeguarding Adviser ([03000 412445](tel:03000412445), [07740 83798](tel:0774083798))

## If you are unhappy with the response Staff:

- Seek advice from the Education Safeguarding Team ([03000 415788](tel:03000415788))
- [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 Re-refer (if necessary)

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

## 2. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE guidance Keeping Children Safe in Education 2016 (KCSIE)
  - Working Together to Safeguard Children 2015 (WTSC)
  - Ofsted guidance “Inspecting safeguarding in early years, education and skills (2016)
  - Framework for the Assessment of Children in Need and their Families (2000)
  - Kent and Medway Safeguarding Children Procedures (Online, 2016)
  - 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.

### 3. 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, September 2016)
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head 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.
- The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):
  - Bullying (including cyberbullying)
  - Children missing education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Domestic violence
  - 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
  - Honour based abuse,
  - Mental health
  - Missing children and Adults
  - Online Safety
  - Prevent Duty (Radicalisation and extremism)
  - Private fostering
  - Relationship abuse
  - Human trafficking and modern slavery
  - Youth Produced Sexual Imagery or “Sexting”

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

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

## 4. Related safeguarding policies

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

- Teachers Standards 2012
  - "Safeguarding Disabled Children – Practice Guidance" - DOH, 2009
  - "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015
  - "What to do if you are worried a child is being abused" – DfE, March 2015
  - KSCB document: "Safe Practice with Technology – Guidance for Adults who Work with Children and Young People"
  - KCC Safeguarding Children and Child Protection – "Induction Leaflet Guidelines for School Staff"
  - KCC Guidelines for "Safeguarding Record Keeping in Schools"
  - KCC Advice notes - "Dealing with Disclosures in School"
  - Early Years Foundation Stage 2014 Welfare Requirements
  - Teaching Assistant Standards (2016)
  - Safer Recruitment
  - Keeping Children Safe in Education, September 2016
  - Disqualification under the Childcare Act 2006 (Risk by Association)
- **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

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.
- The governing body have read and will follow KCSIE 2016.
- The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.
- The Governing Body, Executive Headteacher, Heads of Schools and Leadership Team will ensure that the DSL(s) is properly supported in this role at a time and resource level.

### 5.1 Designated Safeguarding Lead (DSL)

- Each school has appointed a member of the leadership team (Ifield School – Head of School, Madeleine 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. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL’s training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (e.g *e-Bulletins, conferences, local meetings, internal and external training*) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- The school has appointed additional staff to deputise for the DSL (Ifield School: Mrs Abigail Birch – Executive Headteacher, Mr Sam Kelleher – Assistant Headteacher, Mrs Sam Hargood – Sixth Form Teaching, Learning and Curriculum Lead, Mr Paul Jackson – Deputy Director, Miss Denise Moore – Head of Sixth Form. King’s Farm School: Mrs Abigail Birch – Executive Headteacher, Mrs Kim Mitten – Family Support, Mr Paul Jackson – Deputy Director). Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- **It is the role of the DSL to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual children
    - In the case of Children in Care, 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 Working together to safeguard children
  - Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Childrens Services (SCS) as necessary

- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2016)
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2016, part two.

## 5.2 Members of staff

- **All members of staff have a responsibility to:**
  - provide a safe environment in which children can learn
  - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
  - identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm
  - provide help for children, where appropriate and reasonable
  - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
  - safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
  - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy).
  - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
  - respond to and refer any concerns about children or other members of the community in accordance with this policy
  - Contribute towards, read and adhering to the school policies
- All members of staff in The Cedar Federation know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 3 for advice for staff on responding to safeguarding concerns.
- **The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).**

## 5.3 Children and young people

- **Children and young people (pupils) have a responsibility to:**
  - Contribute to the development of school safeguarding policies
  - Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
  - Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns

- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

## 5.4 Parents and Carers

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

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

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

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

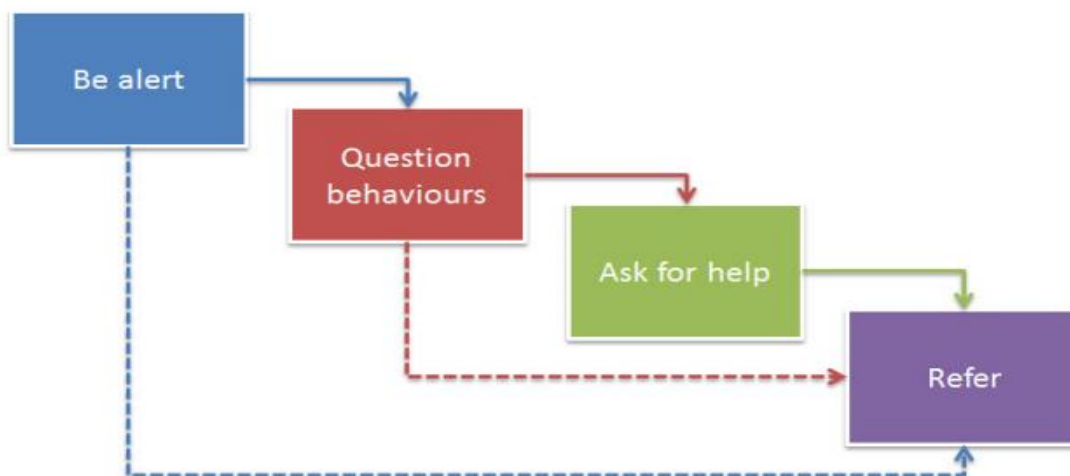
## 6. Recognition and types of abuse and neglect

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2016 (see appendix 4) and 'What to do if you are worried a child is being abused' 2015.
- All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.
- 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. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.
- Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour's this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

## 7. Safeguarding and child protection procedures

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



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
  - Advice may also be sought from the Early Help Triage Team.
  - Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.
- All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
  - If Early Help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child.
  - New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or inter-agency referral form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KSCB). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / Team.
  - All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
  - **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so. For example, if to do so would put a child at risk of harm or 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 the Education Safeguards Team ([03000 412445](tel:03000412445)). 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 that appropriate action is not being taken it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or Specialist Children's Services who may be able to discuss the concern and provide further advice on appropriate action to be taken.
  - If after a referral a child's situation does not appear to be improving then the DSL (or the person that made the referral) will request reconsideration to ensure that the schools concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

## 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 where injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.
- 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 staff then 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 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 a 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". All Staff **WILL** familiarise themselves with the responsibilities as outlined in this document. [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance)  
This can be found in the staff room and school office and in the family support workers room at King's Farm.
- The Executive Headteacher will be kept informed of any significant issues by the DSL.

## 9. Inter-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), to both ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- The Cedar Federation recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help 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 about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 3.
- DfE Guidance on Information Sharing (March 2015) provides further detail. This can be found in the staff room, school office and family support workers office at King's Farm School.
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

## 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 the "*Keeping Children Safe in Education*" (2016) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2016. Members of staff have signed to confirm that they have read and understood Part One and Annex A (***This information is kept on the single central record.***)
- The DSL will ensure that all new staff and volunteers including temporary staff are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process. ***A template for schools to use and adapt is available on Kelsi: [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding)***
- All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
  - **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)

- **Respond** appropriately to safeguarding issues and take action in line with this policy
  - **Record** concerns in line with the school policies
  - **Refer** concerns to the DSL and be able to seek support external to the school if required
- All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
  - All staff members (including temporary staff) will receive regular safeguarding and child protection updates (**e.g. e-Bulletins, staff meetings or briefings, internal and external training**), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
  - All members of staff (including temporary staff) will be made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
  - The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy. Other safeguarding policies, for example school code of conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Governing Body.
  - The DSL and Heads of School will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
  - Although the school has a nominated lead for the governing body (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.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2015) which can be found *in the staff room/office*.



- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the school's **Online Safety Policy** and **Acceptable Use Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**

## 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.
- All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - Staff are able to create an environment where members of staff feel able to raise concerns and feel supported 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. Further information about a range of supporting organisations can be found in appendix 4.
- 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 2017.

## 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 have their welfare and protection as the highest priority.
- The Governing Body and Leadership Team are responsible for ensuring that the schools follow safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.
- The Cedar Federation is responsible for ensuring that the schools maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:
  - Dates of recruitment;
  - Identity Checks;

- Criminal records check reference number, including date check was obtained and details of who obtained it;
  - Eligibility to work in the UK checks;
  - Other essential key data.
- The Governing Body will ensure that the Executive Head Teacher, Head of School, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.
  - The Executive Headteacher and / or Head of School will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.
  - We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414345/disqual\\_stat-guidance\\_Feb\\_15\\_3\\_.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf)

- 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. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

## **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 then staff are advised that allegations should be reported directly to the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto: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. Where either school receives information or is satisfied that an individual falls within one of the disqualification criteria in the 2009 Childcare (Disqualification) Regulations 2009, Ofsted will need to be informed. If these circumstances arise in relation to a member of

staff within the Cedar Federation, 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.

- For specific guidance on how to respond to allegations against staff, please refer to the **“Procedures for Managing Allegations Against Staff” and Whistle Blowing Policy** which can be found *in the staff room & school office*.

### **When in doubt – consult**

## **17. Peer on Peer Abuse (allegations of abuse made against other children)**

- 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’. The school is 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, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 7, above and in accordance with Kent Safeguarding Children Board procedures.
- The Cedar Federation is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation / hazing type violence.
- Further information about the schools response to specific allegations of abuse against pupils can be located in the On-line Policy, Anti Bullying Policy and Behaviour Policy.
- The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “Sexting in Schools and Colleges” guidance and KSCB guidance.
  - Further information in relation to the schools approach to “sexting” can be found in the school Online Safety Policy which is available in school or online  
King’s Farm - [http://www.kings-farm.kent.sch.uk/docs/policies/Federation\\_Online\\_Safety\\_Policy.pdf](http://www.kings-farm.kent.sch.uk/docs/policies/Federation_Online_Safety_Policy.pdf)  
Ifield School - [http://www.ifielschool.com/\\_site/data/files/school%20policies/FC8D472037D815F53CBA01D7E444ED86.pdf](http://www.ifielschool.com/_site/data/files/school%20policies/FC8D472037D815F53CBA01D7E444ED86.pdf)
- The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.). Further information can be found in
  - Relationships and Sex Education Policy
  - E-Safety Policy
  - SMSC Policy
  - Behaviour & Wellbeing Policy
- Pupils who have experienced peer on peer abuse will be supported by:
  - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
  - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.

- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Pupils who are alleged to have abused other pupils will be helped by:
  - Discussing what happened, establishing the specific concern and the need for behaviour to change
  - Informing parents/carers to help change the attitude and behaviour of the child
  - Providing appropriate education and support
  - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
  - Speaking with police or other local services (such as early help or children's specialist services) as appropriate
- The Cedar Federation is aware of and will follow the KSCB procedures ([www.kscb.org.uk](http://www.kscb.org.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

## 18. 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.

## 19. 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.
- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However the DSL is acknowledged as having overall responsibility for online safeguarding within the school.
- The Cedar Federation identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
  - **content:** being exposed to illegal, inappropriate or harmful material
  - **contact:** being subjected to harmful online interaction with other users

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping children safe in education' 2016.
- The Cedar Federation recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2016 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 is used in both schools.
- The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding
- 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 role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school **online safety policy** which can be found in **the staff room/ school office**.
- 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.
- Detailed information about the schools response to online safety can be found in the school's **Online Safety policy and Acceptable Use policy** which can be found **in the staff room/ school office**.

***A template online safety policy for DSLs and leaders can be found at [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety)***

## **20. Curriculum and staying safe**

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- The Cedar Federation will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and sexting.

- Systems have been established to support the empowerment of 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.
- Specific systems outside of expected day to day classroom interaction and support might include:
  - **School/Student Council**
  - **Buddy and peer-mentoring systems**
  - **Restorative Justice Intervention**
  - **PSHE**
  - **Cross curricular support**
  - **Pupil questionnaires**
  - **Anti-Bullying Policy**
  - **SEAL**
  - **Think U Know, Childnet, - on-line resources**

## **21. 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.

## **22. Security**

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

## **23. Monitoring and Review**

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.
- This policy has been written in October 2017 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy forms part of our school development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.

- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

## 24. 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](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)
    - [http://www.kelsi.org.uk/data/assets/pdf\\_file/0009/26478/Contact-list-EST.pdf](http://www.kelsi.org.uk/data/assets/pdf_file/0009/26478/Contact-list-EST.pdf)
  - **Contact details for Online Safety (Education Safeguarding Team)**
    - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
    - Ashley Assiter, e-Safety Development Officer
    - 03000 415797
    - [esafetyofficer@kent.gov.uk](mailto:esafetyofficer@kent.gov.uk) (non-urgent issues only)
  - **Contact details for the LADO**
    - Telephone: 03000 410888
    - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
  - **Childrens Specialist Services**
    - Central Duty Team: 03000 411111
    - Out of Hours Number: 03000 419191
  - **Early Help and Preventative Services**
    - [earlyhelp@kent.gov.uk](mailto:earlyhelp@kent.gov.uk)
    - 03000 419222
  - **Kent Police**
    - 101 (or 999 if there is an immediate risk of harm)
  - **Kent Safeguarding Children Board (KSCB)**
    - [kscb@kent.gov.uk](mailto:kscb@kent.gov.uk)
    - 03000 421126
  - **Kent Prevent Advisor**
    - Julie Germaney 07989 992381

*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 2017

Review Date: Autumn 2018

Signed by Chair of Governors:.....

Signed by Executive Headteacher:.....

Signed by Chair of Teaching, Learning & Assessment Committee: .....



## Appendix 1: Categories of Abuse

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

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

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

### Signs that MAY INDICATE Sexual Abuse

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

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

### Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.

- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

### **Signs that MAY INDICATE emotional abuse**

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

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

### **Signs that MAY INDICATE neglect.**

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

## **Appendix 2: Specific Safeguarding Issues (See Annex A of Keeping Children Safe in Education 2016)**

### **Children Missing Education**

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

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

### **Child Sexual Exploitation (CSE)**

All Cedar Federation staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

*'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.'*

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

Every member of staff at The Cedar Federation recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

## **‘Honour based’ violence**

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

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

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

- “FGM The Facts”:  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482799/6\\_1\\_587\\_HO\\_MT\\_Updates\\_to\\_the\\_FGM\\_The\\_Facts\\_WEB.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1_587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf)
- “FGM an Overview.” <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

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

## **Female Genital Mutilation (FGM) mandatory reporting duty**

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

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

## **Forced Marriage**

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

## **Radicalisation**

The Cedar Federation recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real

risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

The Cedar Federation will ensure all members of staff complete an e-learning training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them to the Channel process. This could include the NCALT e-Learning [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL will attend additional training which includes further information on the Prevent Duty.

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

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

## Appendix 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
- KSCB: [www.kscb.org.uk](http://www.kscb.org.uk)

### 6. Relax

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

## Appendix 4: National Support Organisations

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

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

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### Honour based Violence

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

### Sexual Abuse and CSE

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

### Online Safety

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentsinfo.org](http://www.parentsinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)

- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

#### **Radicalisation and hate**

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



## APPENDIX 5 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):
DSO or DSL action (including reasons and outcomes):	
Signature of DSO:	Date (DD/MM/YY):
Signature of DSL:	Date (DD/MM/YY):

## Appendix 6 – 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 DSLO.

Please complete a [Safeguarding Incident/Concern form \(Yellow\)](#) which can be found in the Staff Room and hand this into the DSLO 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 Officer
Mrs Abigail Birch	Executive Headteacher
Mr S Kelleher	Assistant Headteacher Designated Safeguarding Officer
Mr P Jackson	Deputy Director Designated Safeguarding Officer
Miss D Moore	Head of Sixth Form and Post-19 Designated Safeguarding Officer
Mrs S Hargood	Teaching, Learning & Curriculum Lead (6th Form) Designated Safeguarding Officer
Mrs H Sheehan	Named Safeguarding Governor

### Allegations against Staff

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

### Useful Contacts

Social Services Central Duty Team  
03000 41 11 11

Safeguarding Team HQ  
03000 41 57 92

North Area Children's Officer (Safeguarding)  
03000 41 24 45

## IFIELD SCHOOL SAFEGUARDING CHILDREN AND CHILD PROTECTION Induction Leaflet Guidelines for School Staff & Visitors 2017-2018

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) 2016.

The protection of children in Kent is overseen by the Kent Safeguarding Children Board (KSCB). 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* (2015). The online procedures manual can be found on the KSCB website: [www.kscb.org.uk](http://www.kscb.org.uk)

The full extent of child abuse is not easily quantified. Research indicates that children are reluctant to report abuse, particularly if it is happening within their family. Abusers come from all walks of life; they may be parents, a 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 referrals to Early Help, Specialist Children's Services and the Police.

Every school is required by the KCSIE 2016 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 2016—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.

### Referring to Early Help and Specialist Children's Services

If a child or family needs to be referred to Early Help or Children's Social Services, the DSL will ensure that an Inter-Agency Referral Form or Early Help Notification Form is completed as appropriate. These can be downloaded from the [Child Protection and Safeguarding web page: www.kelsi.org.uk](#) or [www.kscb.org.uk](http://www.kscb.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 in 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](http://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](http://www.e-safety.org.uk)

**KING’S FARM PRIMARY SCHOOL**  
**SAFEGUARDING RECORD FRONT SHEET**

<b>Pupil name:</b>	<b>Date of Birth:</b>
<b>Any other name by which child is known:</b>	
<b>Home address:</b>	<b>Current address (if different)</b>
<b>Telephone no:</b>	

**Family members i.e. parents/carers/siblings**

Name	Relationship	Address	School details

<b>Date file started:</b>
<b>Are records held in school relating to other connected children?</b>

**Contact details of other professionals**

Name	Agency	Address

# KING'S FARM PRIMARY SCHOOL

## CHRONOLOGY

<b>Pupil Name:</b>		<b>Date of Birth:</b>
<b>DATE</b>	<b>INCIDENT/EVENT</b>	<b>SIGNATURE</b>



**King's Farm Primary School**

Cedar Avenue  
Gravesend  
Kent DA12 5JT

Tel: 01474 566979  
Fax: 01474 567767

Email: [office@kings-farm.kent.sch.uk](mailto:office@kings-farm.kent.sch.uk)  
Website: [www.kings-farm.kent.sch.uk](http://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

