



SAFEGUARDING POLICY

Person responsible: Deputy Head (Pastoral)
Reviewed: August 2016

School statement of commitment to safeguarding

The safety and well-being of all of our pupils is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other. To that end all staff are required to follow this policy and to attend any training when required to do so.

The School's policy is based on and is in accordance with the following legislation:-

- **The Children's Act 1989**
- **Education Act 2002**
- **Working Together to Safeguard Children (WT) March 2015**
- **Keeping Children Safe in Education (KCSIE) inc all updates to September 2016**

The King's School is an Associate member of the Kent Safeguarding Children Board. The Deputy Head (Pastoral), Tanya Lee is the designated member of staff who has responsibility for liaising with Social Services and other relevant agencies over cases of child abuse. The restructuring that has recently taken place means that there is no longer a LADO as such and all concerns are directed through the Area Safeguarding Advisor (contact details are at the end of this document).

1. Designated Safeguarding Lead

The School's Designated Safeguarding Lead (DSL) is:

Miss Tanya Lee, Deputy Head (Pastoral)

The DSL maintains close links with the Kent Safeguarding Children Board and she is responsible for the updating of the Child Protection Policy in line with locally agreed inter-agency procedures.

In the absence or unavailability of the DSL, the deputy Safeguarding Co-ordinators are:

Mrs Elizabeth Worthington, Senior Deputy Head

Major Adam Vintner, Head of CCF, the DofE and Shell and Remove PSHE

Mr Al Holland, Senior Housemaster

Mrs Charlotte Cornell, Head of Sixth Form

In addition, **Mrs Emma Chivers, HR**, is also trained to level 3 in safeguarding and she aids Miss Tanya Lee in staff training.

All members of the Child Protection team attend update training meetings every two years.

All school staff will be issued with copies of Part One of the updated Keeping Children Safe in Education (KCSIE) update at the start of the Autumn Term, in September 2016, and will be briefed on the changes at the start of that term. They were all required to sign to state that they have read and understood the KCSIE document, the School's Child Protection and Safeguarding Policy, the Staff Code of Conduct and Behaviour Policy, and the school's ICT Acceptable Use Policy. Staff are required to read and sign for these documents annually.

All new members of staff are required to read and sign for both the Child Protection leaflets that are sent to them as part of their contract and the Part One of the Keeping Children Safe in Education (KCSIE) document which the DfE requires all staff working in schools to have read. New academic staff, sports graduates and boarding staff are also asked to complete the EDUCARE online child protection training before arriving at school. Very soon after joining the School, all new members of staff are given a Child Protection briefing by the DSL or Emma Chivers. This will give them relevant information on how they should react if they have any child protection concerns, and who they should talk to, and it emphasises the fact that although referrals are usually managed, anyone can refer a child to children's social care if necessary. All staff are updated in procedures either by the DSL or by a representative from the Kent Safeguarding Board on a regular, rolling cycle. All records of training are maintained in the HR department.

2. School Governor

The School Governor with particular responsibility for Child Protection is:

The Reverend Canon C. Edwards, SRN, RSCN, BTh

The School Governor with particular responsibility for Child Protection is responsible for liaising with the DSL over all matters regarding child protection issues. The role is strategic rather than operational and she will not be involved in concerns about individual pupils. The School Governor with particular responsibility for Child Protection will liaise with the DSL to produce an Annual Report for Governors. The Child Protection & Safeguarding Policy is reviewed and tested annually by Governors to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures.

The School Governor with particular responsibility for Child Protection and the DSL will meet each term to review Child Protection in School.

3. Aims

The central aim of the policy and training is to ensure the safety and well-being of pupils in line with the above legislation. More specifically, the aims are:-

- To ensure that all staff understand that everyone is responsible for the welfare of the children, and that it is everyone's responsibility to ensure that the best interests of the child are safeguarded at all times.
- To educate pupils on how to keep safe and how to recognise behaviour that is not acceptable.
- To recognise and support any child who has been subject to abuse.
- To ensure that all staff employed at the school understand their responsibility to be alert to signs of child abuse and to refer any concerns to Tanya Lee, the Deputy Head (Pastoral) who is the Designated Safeguarding Lead (or in her absence to any of the Deputy Safeguarding Co-coordinators).
- To ensure that new staff are only appointed when all the appropriate checks have been made.
- To deal appropriately with every suspicion or complaint of abuse;
- To design and operate procedures which promote this policy;
- To design and operate procedures, which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- To support children who have been abused in accordance with his/her agreed child protection plan;
- To be alert to the medical needs of children with medical conditions;
- To take all practicable steps to ensure that school premises are as secure as circumstances permit;
- To assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- To identify children who may be vulnerable to radicalisation, and know what to do when they are identified;

- To have regard to regulations and standards issued by the Secretary of State for Education (DfE) and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations.

These aims are effected by the following means:-

- **Education:** Through the curriculum (particularly but not solely through Personal, Social and Health Education (PSHE) lessons) the School aims to teach pupils to understand what is acceptable behaviour and to speak up if they believe they or others are not being treated appropriately. The school's E-Safety policy also provides clear guidance with regards to safeguarding.
- **School Calendar:** This is distributed to all pupils, staff and parents and has a section on "Who Can Help You". This contains the names and telephone numbers of the School's Independent Listener, the Duty Officer at the Social Services Department, the Local Safeguarding Advisor, the Children's Commissioner for England and Child Line.
- **School Rotulus:** This is distributed to all pupils and staff and contains the sanctions for pupils found guilty of any form of bullying.
- **Staff Training:** Child protection training for all academic and pastoral staff is undertaken regularly as advised by the Kent Safeguarding Board. For staff recruited between these training sessions, Child Protection and Safeguarding forms part of the Induction Programme. All staff and volunteers are provided with induction training that includes child protection. Temporary staff and voluntary staff who work with our children are to be made aware of the school's arrangements and attend a training session with the DSL.

The DSL and the Deputies have been fully trained for the demands of this role in child protection and inter-agency working. The DSL attends update and review training by the Kent Safeguarding Board annually, the deputies attend every two years. The school's Designated Safeguarding Lead and Emma Chivers are responsible for the training of all support staff in Child Protection issues. Records of all those who have attended training on Child Protection are kept centrally in HR.

- All appropriate members of staff have received Safer Recruitment training. (As of September 2015 the School had 32 members of staff, across all departments, who had been trained). The School has a policy on Safer Recruitment.
- Part of the training given to staff is guidance on how to ensure that their behaviour and actions do not place themselves at risk of allegations of abuse to a pupil. Advice is given about one-to-one tuition, one-to-one music lessons, sports coaching, conveying a pupil by car and engaging in inappropriate electronic communication with a pupil. These guidelines are available in the Staff Handbook section of the intranet. The School also has a policies for Staff Code of Conduct and Behaviour, the Use of Force to Control or Restrain Pupils, Missing pupil guidance and Whistleblowing which are all also relevant in this context.
- **Staff Handbook:** This contains the school's policy on bullying and the Child Protection and Safeguarding procedures as well as the policies named above. It is available on the school's intranet. Support staff are given a different staff handbook which contains the policies named here as well as other documents relevant to their roles.
- Also included in the Staff Handbook is the **Staff Code of Conduct and Behaviour policy** which gives further clarity and emphasises that safeguarding is everyone's responsibility.
- **Disclosure and Barring Service (DBS) Checks:** An enhanced DBS disclosure is required for all new appointments to the school (see Safer Recruitment Policy). The School also insists on enhanced DBS

checks for all drivers of taxis and coaches used by the School and has robust processes to check the suitability of contract staff and others working on the school site or on off-site activities.

The school is committed to reporting to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met.

- **Other recruitment checks:** these are carried out in line with KCSIE documentation including running the checks on the Employer Access online service. All checks are carried out through the school's HR department. More detailed information may be found in the Staff Recruitment policy. All records are kept via the Single Central Register (SCR) and in the HR files.

Where pupils participate in activities where they are supervised by staff from another organisation assurance is gained that the staff have been checked for suitability to supervise the school's pupils. When it is not possible to obtain this information a member of the school's staff will remain with the pupils at all times.

4. Procedures

It is recognised that children need protection from:-

- Physical harm
- Emotional abuse
- Sexual abuse
- Neglect
- Harmful material on the Internet

In line with KCSIE we also recognise these specific safeguarding issues:

- **Child sexual exploitation (CSE):** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. 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 involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- **Female genital mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this (see Appendix).
- **Radicalisation and the Prevent duty:** The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which

children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others."

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

(see Appendix 2 for full details)

All members of staff at the School should have an understanding of Child Protection and Safeguarding issues and should appreciate the importance of their vigilance. The School has a Whistleblowing Policy which is available in the Staff Handbook section of the intranet. Any concerns about Child Protection and Safeguarding issues involving members of staff must be reported to the Headmaster or to Miss Tanya Lee, the Designated Safeguarding Lead (DSL) without delay. If the concerns are about the DSL they should be reported directly to the Headmaster. If the allegations concern the Headmaster they must be reported immediately to the Chairman of Governors without informing the Headmaster.

The Chairman of Governors is the Dean, The Very Rev'd R.A. Willis, who can be contacted at the Deanery.

In the absence of the Chair of Governors, the Vice-Chairman Mr Nick Lyons should be contacted.

The school recognises that it has a duty to protect children who have suffered or who are likely to suffer significant harm, and also that it has a duty to provide support for those who are in need of additional support from one or more agencies. Those in the first category will be reported to Children's Social Care immediately by the DSL, those in the second will lead to inter-agency assessment processes, including the Common Assessment Framework (CAF) and the Team Around the Child (TAC). All will be managed in school by the DSL or one of her deputies. If the child is deemed to be at risk of serious harm then the guidance for care as given by the Local Area Safeguarding Advisor, or other appropriate authority, will be followed. It is recognised that risks to children are not only those imposed by adults or other pupils, but also by issues such as self-harm, where expert advice may be needed and where the School's Self Harm policy procedures will be followed.

Members of staff may suspect a case of abuse from a variety of sources:

- a pupil discloses to them personally
- from behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions)
- indications through schoolwork
- a pupil informs them that he/she knows or suspects that another pupil is being abused
- another third party informs them that he/she knows or suspects that a pupil is being abused.

Child abuse can take many forms and a summary of the possibilities can be found detailed in Appendix 2.

5. Disclosure

If a pupil starts to disclose, the following procedures are essential:

- **REASSURE** the pupil that she/he is right to tell and is not to blame.
- **CONFIDENTIALITY: DO NOT** promise confidentiality, explain that you have to make sure that the pupil is safe and may need to ask other adults to help you to do this.
- **IT IS CRUCIAL THAT YOU DO NOT QUESTION THE PUPIL** let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.
- **LISTEN CAREFULLY** and repeat the pupil's words. When the pupil has finished, make sure that she/he feels secure; explain what you are going to do next.
- **FOLLOW UP BY** making arrangements with the pupil to speak to them later. They have chosen you as an adult they can trust.
- **REPORT:** make notes, including the date and time of the interview and sign them. It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion. A specific safeguarding incident/concern form is shown at Appendix .

- **DO NOT ATTEMPT ANY EXAMINATION** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor.
- **WITHIN 24 HOURS** inform the Deputy Head (Pastoral) or a member of the safeguarding team of what has happened. The Deputy Head (Pastoral), as the School's DSL, will contact the Social Services Duty Officer for Children and Families, in accordance with KCC Child Protection Procedures. This initial conversation held with Social Services within the 24 hours of reporting may be on a 'no names' consultation basis in order to determine whether the referral needs to take place. No member of the school staff shall conduct an investigation concerning child abuse. This will be done by Social Services and/or the police.
- **INFORM PARENTS** before a referral of a child is made to the Social Services or to the Police; the agreement of the child's parents should be obtained in writing *providing* this will not place the child at an increased risk of harm. Advice on this may be sought from the Local Area Safeguarding Advisor. If the child is deemed to be at risk of serious harm then the guidance for care as given by the Local Area Safeguarding Advisor, or other appropriate authority, will be followed.

Records of concern

The safeguarding team monitor a designated email account: safeguarding@kings-school.co.uk this can be used by staff to call for help by any member of the team whilst they are hearing a disclosure, or it can be used to report any concerns about a student so that any patterns can be noted, and if necessary investigated, by the team.

Allegations of Abuse Made Against One or More Pupils

If an allegation of abuse is made against one or more pupils immediate consultation is required with the Local Area Safeguarding Advisor. **This consultation must take place prior to any form of investigation being undertaken by the school.**

There will be three possible types of investigation:

- 1) By Social Services and the Police under Section 47 of the Children Act 1989
- 2) By the Police under criminal law
- 3) By the School in line with its Behaviour Policy

The initial consultation with the Local Area Safeguarding Advisor will determine whether the allegation reaches the threshold of significant harm to justify a referral to Social Services. If the consultation discussion determines that the allegation does meet the criteria for referral to Social Services as a child protection concern, then the referral is made using a Child Protection Referral Form. If the consultation discussion determines that the allegation does not meet the criteria for referral to Social Services, but there is a concern that the child is at risk of harm then an Early Help referral will be made.

If it is deemed that the allegation does not meet the threshold for a child protection referral to Social Services, then it will be investigated internally by the School in line with the School's Behaviour Policy and the Policy and Procedures for Exclusion.

Allegations of abuse made against a member of staff or other adult at school

If an allegation of abuse is made against a member of staff the allegation must be passed immediately to the DSL, consultation is required with the Local Area Safeguarding Advisor must take place within one working day. The Headmaster will be kept informed by the DSL, but the consultation with Kent Safeguarding must take place prior to any form of investigation being undertaken by the school. The school must consider carefully the possibility of abuse if a member of staff has:

- behaved in a way that had harmed, or may have harmed, a child
- possibly committed a criminal offence against or related to a child
- behaved in a way that indicates he/she is unsuitable to work with children

When a complaint of abuse is made against a member of staff on behalf of a child there should be immediate consideration of whether the child is at risk and in need of protection.

When a complaint is made against a member of the boarding staff who lives within a boarding house alternative arrangements will be made for them to live elsewhere during the investigation process, and alongside this alternative arrangements will be made for staffing the relevant boarding house.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the Designated Safeguarding Lead or to one of the Deputy Safeguarding Co-ordinators. It is important that the member of staff reporting the concern acts quickly and in the event that the Deputy Head (Pastoral) and other members of the Safeguarding team are unavailable then the matter should be reported to the most senior person available at the time. An investigation may be impeded if a concern is reported late.

There will be three possible types of investigation:

- 1) By Social Services and the Police under Section 47 of the Children Act 1989
- 2) By the Police under criminal law
- 3) By the School in line with staff disciplinary procedures

Any investigation would be carried out following the guidelines in “Child Protection Procedures for Managing Allegations against staff within Schools and Education Services” updated in September 2013 by the Children, Families and Education Directorate of Kent County Council.

The Local Authority is responsible for managing child protection issues and any allegations against a member of staff must be reported immediately to the Local Area Safeguarding Advisor. This initial consultation will determine whether the allegation reaches the threshold of **significant harm** to justify a referral to Social Services. In cases of serious harm the police will be informed from the outset.

If the consultation discussion determines that the allegation does meet the criteria for referral to social services as a child protection concern, the Local Area Safeguarding Advisor will provide support to the school in making the referral and throughout the subsequent process as required. The School undertakes to report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be deemed appropriate.

Should it be determined in the consultation discussion that the Allegation does not meet the threshold for a child protection referral to social services, then the Local Area Safeguarding Advisor will advise on further action that may be taken by the school in investigating the matter internally in line with the staff disciplinary procedures.

6. Review

The Safeguarding policy is submitted annually, or following any significant changes, to the Governors and signed off by the Chair of the Full Board. The Governors will ensure that any faults are rectified by the DSL and the Governor responsible for Child Protection following their review.

Useful Contact Details

King's School

Designated Safeguarding Lead
Miss Tanya Lee:- 01227 595560 (office)
07841 235098 (mobile)

Deputy Safeguarding Co-ordinators:-

Mrs Elizabeth Worthington 01227 595507 (office)
07887 823609 (mobile)

Major Adam Vintner 07710 025718 (mobile)

Mr Al Holland 01227 595729 (office)
07921 605803 (mobile)

Mrs Charlotte Cornell 01227 595670 (office)

School Training (HR): Mrs Emma Chivers 01227 595721

School wide safeguarding reporting can be made to: safeguarding@kings-school.co.uk

General

East Kent Area Safeguarding Adviser (Education) 01227 284636
Mike O'Connell 07740 183807
Address: Brooke House, Reeves Way, Whitstable,
Kent, CT5 3SS

Independent Safeguarding Authority (ISA):- 01325 953 795
Address: PO Box 181, Darlington DL1 9FA

The Duty Officer at the Social Services Department:- 08458 247100

Kent Police Child Abuse Investigation Unit:- 01622 690690

Out of Hours Child Protection Central Duty:- 03000419191

Prevent

DfE helpline for non-emergency advice 020 7340 7264
counter-extremism@education.gsi.gov.uk

Serious concerns: Police 101

UK anti-terrorist hotline 0800 789 321

Immediate threat 999
www.gov.uk/report-terrorism

FGM

FGM helpline 0800 028 3550
fgmhelp@nspcc.org.uk

Appendix 1



The King's School, Canterbury

Safeguarding Record of Concern

Pupil's Details: Name House	Does the pupil know this form has been completed? <input type="checkbox"/> Yes <input type="checkbox"/> No
Why are you concerned about this pupil? (Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself.)	
What have you observed and when? (This relates to anything you have personally witnessed)	
What have you been told and when? (Write here anything you have been told by the pupil or another person. Be clear about who has said what)	
What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated)	

<p>Do the pupil's parents know this form has been completed? (Parents should not be contacted by anyone on the School if this could place the pupil at risk)</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	
<p>Does the pupil have any visible injury or have they told you they have been injured?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>If Yes, has medical advice been sought?</p>	
<p>Date and time of this record:</p>	<p>Signature:</p> <p>Full name:</p>
<p>Name and position of the person this record was handed to:</p> <p>Date and time the above person received this record:</p>	

This form must be returned to the DSL, with any notes attached. If you have concerns about filling the form in then ask for guidance from the DSL or any of the Safeguarding Deputies. You should not seek guidance from other staff.

Appendix 2



The King's School, Canterbury

Types of Abuse

Abuse is defined as 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 (eg via the internet). They may be abused by an adult or adults, or another child or children.

Child abuse can take many forms, but is usually divided into four categories:

1. Physical injury

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

Physical indicators include:

- Unexplained bruises/welts/lacerations/abrasions:
- on face, lips, mouth or torso, back, buttocks, thighs, in various stages of healing
- clustering, forming regular patterns
- reflecting the shape of article used e.g. belt, buckle, electrical flex
- on several different surface areas
- bite marks or fingernail marks which regularly appear after absence e.g. after a weekend

Unexplained burns:

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

Unexplained fractures:

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

Behavioural indicators include:

- flinching when approached or touched
- reluctance to change clothes for P.E. lessons
- wary of adult contacts
- difficult to comfort
- apprehension when other children cry

- crying or irritability
- frightened of parents
- afraid to go home
- rebelliousness in adolescence
- behavioural extremes – aggressiveness, withdrawal, impulsiveness
- reports injury caused by parents
- apathy
- depression
- poor peer relationships
- panics in response to pain.

2. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, and is 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; failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision; or failing to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical indicators of neglect include:

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

Behavioural indicators include:

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

3. Sexual abuse

Sexual abuse involves the 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.

Physical indicators include:

- Difficulty in walking or sitting down
- stained or bloody underclothing; pain or itching in the genital area

- bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- vaginal discharge
- bed wetting
- excessive crying
- sickness

Behavioural indicators include:

- inappropriate sexual behaviour or knowledge for the child's age
- promiscuity
- sudden changes in behaviour
- running away from home
- wary of adults
- feeling different from other children
- unusual avoidance of touch
- reporting of assault
- substance abuse e.g. glue sniffing
- emotional withdrawal through lack of trust in adults
- over compliance with requests of others
- frequent complaints of unexplained abdominal pains
- eating problems or sleeping disturbances
- poor peer relationships
- possessing money or 'gifts' that cannot be properly accounted for
- inappropriately sexually explicit drawings or stories
- enuresis or soiling, especially at the end of the school day
- frequent non-attendance at school
- avoidance of school medicals

4. **Emotional Abuse**

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

Physical indicators include:

- failure to thrive
- delays in physical development or progress

Behavioural indicators include:

- sucking, biting, rocking

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

In addition as noted in the main body of the policy, all staff need to be mindful of the following:

5. Child sexual exploitation (CSE)

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. 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 involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

6. Female genital mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this (see Appendix).

7. Radicalisation and the Prevent duty

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:
Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".
Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others."

REVIEW NOTES

03/10/13 – changes made to the useful numbers page as a result of changes made to the Kent Education Safeguarding Team

14/11/13 – changes made throughout the policy in line with the September 2013 ISSRs from ISI.

20/06/14 – changes made throughout the policy in line with the Keeping Safe in Education (KCSIE) document issued April 2014 for implementation by September 1st 2014. #

01/10/14 – changes made to reference other policies in line with the September ISI update and guidance.

05/11/14 – details and definitions of terminology added in line with requirements guidance from lead ISI inspector.

21/09/15 – incorporated updates from KCSIE 2015 (July version) to include advice regarding both Prevent and FGM.

07/10/15 – following KSCB update training have chained the terminology to Safeguarding, acknowledging that Child protection is a sub section of safeguarding

24/08/16 – changes made in line with KCSIE 05/09/16