



Sutton Valence Senior School

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Safeguarding and Child Protection Policy



Key Staff (all contact details available in Appendix F)

- Designated Safeguarding Lead (DSL): Mrs Sally Rose (Assistant Head) (details of the role of DSL are available in Appendix B)
- Safeguarding Advisor: Mr Jeremy Farrell (Senior Deputy Head)
- E-Safety Co-ordinator: Mr Andrew Hammersley
- Safeguarding Governors: Mrs Helen Brunt
Mr David Page

This policy addresses the Independent School Standards Regulations (ISSRs 2015 draft 2018) and the consequent ISI Regulatory Requirements and commentary (last updated in September 2017) Part 3 - Welfare, health and safety of pupils, Paras 7(a) and (b), 8(a) and (b) and 9.

This policy has been developed in accordance with the principles established by The Children's Acts (1989 and 2004), The Education Acts (2002), The Equality Act (2010) and the Protection of Freedoms Act (2012)

This policy will have regard to the Government (DfE) guidance in the following documents:

- *Keeping Children Safe in Education* (KCSIE) September 2020, which incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006 June 2015*. Issued under Section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulation 2017;
- Reference to the non-statutory advice: *What to do if you are worried a child is being abused: Advice for practitioner's* March 2015;
- *Working together to Safeguard Children* 2018 (A guide to inter-agency working to safeguard and promote the welfare of children) updated February 2019. This document refers to the non-statutory advice: *Information Sharing 2018*;
- *The Prevent Duty: Departmental advice for schools and childcare providers* June 2015;
- *Revised Prevent Duty Guidance: for England and Wales* (Guidance for specified authorities in England and Wales) July 2015 (Pages 10-12).

And the;

- Kent Safeguarding Children Multi-Agency Partnership (KSCMP)

This policy should be read in conjunction with the following School policies and documents:

- Anti-Bullying Policy;
- Child Protection Advice Document;
- Drugs Policy;
- Guidelines for Life at Sutton Valence School;
- Health and Safety Policy;
- Missing Pupil Policy;
- Outside Speakers Protocol and Policy;

- Positive Behaviour Policy;
- Positive Handling Policy;
- Recruitment Policy;
- School Supervision Policy;
- Visits and Off-Site Activities Policy.

This policy applies to **all staff** employed by Sutton Valence School, including temporary, supply staff and volunteers.

The School aims to safeguard and promote the welfare of all its students. In addition, some students will require specific child protection and welfare support to enable them to thrive.

The School understands the role it plays in the wider safeguarding system for children and is aware that abuse can happen in any place and at any time.

We are aware of the specific needs of our SEND students and those new to the School at any point in the academic year.

The aim of the following procedures is to ensure that the safeguarding, protection, physical and mental health, and general welfare of all our pupils is of paramount importance.

Education, Training and Prevention of Harm

Sutton Valence School believes that the safeguarding and promoting of welfare is the responsibility of all members of the community. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. The School promotes an open culture in which concerns or questions about safeguarding can be raised at any time, and in any context.

The School understands the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of the children. If staff have any concerns regarding a child's wellbeing, they have a professional and personal duty to contact the Designated Safeguarding Lead (DSL) or, if unavailable, the Safeguarding Advisor at the earliest opportunity.

All new members of staff are trained in Safeguarding and Child Protection as part of their induction into the school. During this training, it is made clear that anyone can make a referral to the KSCMP (Further details in Appendix B). They can access this via the School Internet or request a copy of:

- The current Safeguarding and Child Protection Policy;
- The latest version of *Keeping Children Safe in Education* including parts 1 and 4, and Annex A and C;
- Local Area Safeguarding Team Contacts;

- Details of how to contact the DSL and Safeguarding Advisor.

They must return a signed and dated form confirming that they have read and understood these documents. Whenever KCSIE is updated, or other relevant legislative changes are made, existing staff are brought up to date with the newer versions.

Annual training is provided at the start of the academic year for all employees. Throughout the year any new employees receive training. Additionally, at the weekly staff briefings, current issues are highlighted, and staff receive updates at INSET and twilight staff meetings. On-line, in-house guidance is provided, and hard copies are available for those departments without access to the School intranet. The monthly safeguarding bulletin is also circulated and on display. Staff and volunteers should have a clear understanding of the potential signs of abuse. Staff should also be able to identify children at risk and know it is their personal and professional duty to report any welfare or safeguarding concerns to the DSL or to the Safeguarding Advisor. They may challenge the handling of individual cases and ask for appropriate confirmation that their concerns have been taken seriously. In the absence of action, they should report to KSCMP.

Staff understand their role in providing appropriate support and reporting to the DSL or to the Safeguarding Advisor as soon as a potential safeguarding or child protection issue emerges. All concerns reported by staff and students are taken seriously and discussed with the appropriate colleagues. Decisions relating the level of support and intervention, including Early Help, as well as parental involvement, are made jointly and can be in consultation with the KSCMP. The effectiveness of interventions and outcomes are monitored and assessed.

When a referral to Social Services is made, a Team Around the Child (TAC) will be established where appropriate and a Lead Professional identified. If Early Help is in place, additional referrals, e.g. to CAMHS, may be made by those health professionals. Likewise, in the event the child's situation is not improving, they are likely to follow the *Signs of Safety and Wellbeing* model.

The School's DSL and the Safeguarding Advisor receive annually updated training in Safeguarding and Child Protection and Inter-Agency working.

All staff working directly with children participate in regular reviews of their own practice, providing opportunities to discuss any concerns they may have about welfare and safeguarding matters.

To share best practice and review procedures, pastoral staff will discuss, where appropriate, safeguarding-related cases at Housemasters and Boarding meetings.

Safeguarding and welfare concerns are standard items on all agendas.

Early Help

Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to teenage years.

The School recognises that providing early help can be more effective in safeguarding and promoting the welfare of children, than in reacting later once a crisis point has been reached. Early Help can provide support for children experiencing problems, so the risks are minimized,

harm is avoided and the need for intervention from statutory and specialist agencies is reduced.

The School will follow the guidance provided by the KSCMP in identifying, assessing and acting to support children who may benefit from early help:

Effective Early Help relies upon local agencies working together to:

- Identify children and families who would benefit from Early Help;
- Undertake an assessment of the need for Early Help;
- Provide targeted Early Help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

The House and tutorial system enables staff to readily identify and initiate Early Help for our students. Knowledge and awareness of contextual safeguarding supports decisions and provides valuable insight and information.

For both the Boarding and Day communities, there are many additional sources of support on campus. These include Learning Support, Counselling, Medical Team, Mental Health Nurse, DSL, Safeguarding Advisor, School Chaplain, Day and Boarding Matrons, Housemasters/ Housemistresses (HSMs), Behavioral Specialists and Tutors. External sources of support include; educational psychologists, counsellors, GP or onward referrals to CAMHS. The DSL and the Safeguarding Advisor promote communications with external agencies. Where appropriate, parents are involved from the outset.

Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, their consent is not required for a referral where there are reasonable grounds to believe that a child is at risk of significant harm.

In cases where a pupil has been identified as being at risk of radicalisation, we will consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care. (*Further details in Appendix A*).

We recognise that it is mandatory for schools to report to the police cases where it is believed that an act of Female Genital Mutilation (FGM) appears to have been carried out. (*Further details in Appendix A*).

It is important to differentiate the needs of a child in need of additional support (child at risk), whose needs should lead to inter-agency assessment, using the Local Safeguarding Children Board's criteria documents 'Early Help Processes' (August 2015) and 'Thresholds for Intervention' (May 2015) and the needs of a child who has suffered or is likely to suffer significant harm, who should be reported to the Mid-Kent Multi-Agency Safeguarding Hub team as a matter of urgency.

How are we likely to find out that a child is being abused?

Child abuse can encompass, but is not restricted to, physical abuse, emotional abuse, sexual abuse, financial abuse and neglect, of anyone under the age of 18 by someone who is either an adult or an adolescent. It can also include Modern Slavery, psychological abuse, domestic abuse, discriminatory abuse, organisational abuse and self-neglect. (*See Appendix H-for fuller explanations*).

There are three main ways in which we are likely to be alerted to the possible abuse of children in our care.

1. By our own observations of the signs or symptoms of abuse (*Appendix D*);
2. By allegations or reports made by a parent, student or member of staff;
3. By a disclosure from the child that abuse has taken place.

What should I do about it?

To respond appropriately to the matters relating to suspected, alleged or actual child abuse, each member of staff at Sutton Valence School should follow these guidelines:

- If you have concerns, contact the DSL or The Safeguarding Advisor as soon as possible;
- If you are told by a child (a disclosure), or another child, about abuse, it is essential to refer the matter to the DSL or, in her absence, The Safeguarding Advisor as soon as possible. Reassure the child that you will support them but explain that you must refer this information upwards. Make it clear to the child that confidentiality cannot be preserved; however, they can be reassured that the information will only be shared with key people. Avoid asking leading questions and be as objective and calm as possible. Using the School's Safeguarding and Child Protection Reporting Form, (The Green Form - Appendix E), make a formal written record of the exchange immediately afterwards, adding your signature and the date. This should then be handed to the DSL or in her absence, to The Safeguarding Advisor, directly;
- All members of staff should be aware that if, at any point, there is immediate danger or risk of serious harm to a child, a referral should be made to Children's Social Care and/or the Police directly and without delay, and that anyone can make a referral. The DSL should be informed as soon as possible that a referral has been made. The School will raise the concerns with parents/guardians at the earliest appropriate opportunity, following a discussion that this is in the best interest of the child, and potentially work in partnership with them and other agencies to improve outcomes;
- In the first instance, regardless of the home address of the pupil, contact will be made with the East Kent Education Safeguarding Team. Contact details, including the Central Duty Team out of hours number can be found on the G-Drive, staffroom notice boards, boarding houses, in new starter information packs and in this Policy under Appendix A.

Any deficiencies and weaknesses in the School's Safeguarding and Child Protection arrangements, which the School may become aware of by any means, will be remedied without delay.

Allegations against teachers, staff, including supply staff, or volunteers

All staff and volunteers can be at risk of allegations by students and it is wise to take precautions when dealing with them on a day to day basis. Common sense prevails, but note the following 'Best Practice' advice (*as detailed Appendix G*):

- As is outlined in recent guidance, any touching of a student should be avoided. See the Positive Handling Policy for direction;
- Jokes and innuendos can be misunderstood, as can nick names. Be careful what is said;
- Solo journeys, either in school transportation, or in individual vehicles should be avoided. If

- such an incident occurs, full details must be logged with the DSL;
- When meeting a student on a 1:1 basis, a room with a windowed door must be used and the DSL must be informed by email;
 - If a student arrives early for morning registration and there are no other adults in the building, it is sensible to ask them to wait outside the room, or send them to a more central location, such as a day room;
 - When interviewing students about disciplinary matters, it is often appropriate to have another member of staff present;
 - Staff should make sure that their social media profiles are 'private'. There must not be any communication through social networking sites between staff and existing pupils. (See *Appendix G* for clarity on communication with Old Suttonians). Staff must not give out personal email addresses or personal mobile numbers to pupils;
 - If work email addresses are given out, this must be for the purposes of communicating about school activities only.

Procedures in the case of an allegation against a member of staff or a volunteer:

- The procedures followed by Sutton Valence School in respect of allegations of abuse made against teachers and other staff shall, in all regards, follow the guidance set out in Part 4 of *Keeping Children Safe in Education KCSIE 2020*;
- All allegations should be reported at once and directly to the DSL or to the Headmaster, without informing the person against whom the allegation has been made;
- Should the incident involve the DSL, then the incident should be reported directly to the Headmaster. In the Headmaster's absence or should the incident involve the Headmaster himself, the DSL will report the matter directly to the Chair of Governors, (COG@svs.org.uk), without the Headmaster being informed;
- In the event of serious injury requiring immediate treatment, the member of staff must contact the Medical Centre;
- The DSL will liaise with the Headmaster and inform the Local Authority Designated Officer (LADO) within one working day. It will be clear that the referral is being made under the School's Safeguarding and Child Protection Procedure and the report will be confirmed in writing within 24 hours;
- In some cases, when deciding whether to make a referral, following an allegation or suspicion of abuse, it may be appropriate to seek the advice of the KSCMP Designated Officer for Allegations. This may be done informally and without giving names in the first instance;
- In the event of a criminal act being alleged, the Police will be contacted for their advice;
- In either case, Sutton Valence School will do nothing which may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegation of abuse;
- No investigations will be conducted prior to the DSL or Safeguarding Advisor speaking to the LADO and together they will consider its nature, content and context and agree a course of action including any involvement of Social Care services and/or the Police. Discussions will be recorded in writing;
- If the complaint is considered sufficiently serious and following discussion with the KSCMP Designated Officer for Allegations, and involves a member of staff, that member of staff will be told that serious allegations of misconduct have been made and that they will be suspended from duty immediately pending a full investigation. The member of staff will have the opportunity to answer the allegations and their contractual rights will remain

- in force. The member of staff concerned will continue to have access to the Deputy Head and the Assistant Bursar HR, who will keep the member of staff informed of developments;
- In the case of suspension from duty pending full investigation, it may be appropriate for the School to provide alternative accommodation for members of staff, outside of the boarding environment;
 - In the event that no further action is to be taken in regard to the individual facing the allegation, the decision and justification for it should be recorded by the DSL and the KSCMP Designated Officer for Allegations. Agreement will be reached on what information should be put in writing to the individual concerned and by whom. They will also consider what action should follow in respect of the individual and those who made the initial allegation;
 - In all cases of complaint, decisions will be taken to ensure that the complaint is fully investigated quickly, and in a fair and consistent way, and resolved in such a way that it is in the child's best interests, whilst supporting the person who is the subject of the allegation;
 - All serious complaints will be reported to the Chairman of the Governors at once and subsequently to all Governors;
 - If you are told of possible abuse by an adult, refer this as soon as possible to the DSL or, in her absence, to The Safeguarding Advisor. In cases where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm as the result of an action by another child or children, then the School will have a duty to refer the situation to the local safeguarding agencies.

Immunity from retribution or disciplinary action against members of staff for whistleblowing in good faith is assured.

Specific systems in place to underline our safeguarding brief (beyond the daily interaction, contact and support) which includes our procedures to minimise the risk of peer-on-peer abuse.

Sutton Valence School pays particular attention to its practices, in particular through the PSHE programme, to help children adjust their behaviours in order to reduce risks. In particular, there are sessions on sex and relationships which include, amongst other things, sexting, pornography, child sexual exploitation and sexual bullying, as well as curriculum sessions on the safe use of electronic equipment and access to the internet. Additionally, Tutors work alongside their charges to support and discuss some of the daily challenges presented by the digital age. As we state in our Anti-Bullying Policy:

‘Consequently, bullying, harassment, victimisation and discrimination will not be tolerated. Any kind of bullying is unacceptable and we accept that it can cause significant damage to a victim’s ability to thrive physically, emotionally, psychologically and socially.’

Bullying is behaviour by an individual or a group that intentionally hurts another individual either physically or emotionally and may cause psychological damage. It is usually unprovoked, uses malicious actions or words and is delivered directly or via other media. It is often repeated over a period of time, so that it not only causes distress at the time, but the threat of future attacks also causes anxiety and fear. Its aim is to cause unhappiness, making others feel insecure, isolated and unwanted.

This policy accepts that bullying can take many forms and use different means. In identifying its occurrence, the School firmly rejects the idea that deliberate unpleasantness can be excused by

describing such behaviour as banter:

- Different forms of bullying include racial, religious, cultural, sexual/sexist, homophobic or gender orientation or identity, special educational needs and disability, because a child is adopted or a carer, or bullying based on physical difference;
- Different means of bullying include physical (including sexual); verbal (spoken and written via any means); emotional bullying (including exclusion, use of silence, forming of cliques, spreading of rumours); extortion bullying (demanding money or possessions from another or taking or damaging belongings); cyberbullying (including via texting, social networking sites, mobile phones, digital media, email, camera enabled devices, image sharing sites);
- It can involve manipulating a third party to torment or tease someone. It can involve complicity that falls short of direct participation;
- Bullying can happen anywhere and at any time and can involve everyone - students in our school, other young people from outside our community, staff and parents. Bullying is often hidden and subtle. It can also be overt and intimidating;
- Bullying can also take place outside school, using mobile, internet and wireless technologies.

A bullying incident will be treated as a safeguarding or child protection concern when there is reasonable cause to believe that a pupil is suffering or is likely to suffer significant harm.

The protocols are also set out in the *Guidelines for Life at Sutton Valence School*, issued to all students, parents and staff, and in the *Staff Handbook* and the *Parents' Handbook*.

The School's Anti-Bullying Policy, including the School's response to sexting incidents, forms the focal point for this aspect of the School's safeguarding protocols. The summary below is an extract of a letter to all parents from the DSL in February 2016:

'Inevitably the question will be asked as to what else we do as a School to encourage pupils not to indulge in such risky behaviours. Our PSHE programme addresses this and at all stages I hope that our focus on building pupil's self-esteem ensures that we help them to develop the resilience not to succumb to peer pressure. Our approach to such matters is therefore based around the premise that pupils behaving in this way, do have a choice. Consequently, our advice to anyone who receives messages encouraging them to share inappropriate images of themselves should be: No. Respect me.'

This is very much in line with our Anti-Bullying advice with the familiar key phrases as set out in *The Guidelines for School Life*:

'When another person says or does something which another feels is harassing, they are encouraged to say one of these two key phrases to the person:

*I've had enough. I want you to stop doing that **or**
I've had enough. I want you to stop saying that.*

These phrases are not intended to make the other person stop the harassment immediately, they make it easier for the School to manage the harassment

Any student repeating such phrases lets the person know that they regard the situation as one of

harassment and that the incident will be reported.'

Given the legal position about sexting, circulated by Farrer's in February 2016 (this document can be found on the G Drive – School Information – Child Protection and on the Parent Portal), pupils can expect to receive a serious sanction. In such cases, the School's response will reflect latest police advice. Further details are in the On-Line Safety Policy.

Other ways in which the School sets out to minimise these risks include:

- Boarding Council;
- Concern button (untraceable and anonymous) on the Pupil Portal direct to the Deputy Headmaster and the Academic Deputy Head;
- PSHE;
- Publicity signposting contact routes to helplines;
- 'ThinkUKnow' talks to First and Second Forms regarding internet safety;
- School Council;
- Site safety talk to all boarders from the Deputy Head and the DSL;
- Access to the School Nurses, the Counsellor, the Chaplain and the Mental Health Advisor;
- Pupil Pastoral Forum;
- Pupil Leadership Committee;
- Prefect and head of House mentoring.

Safer Recruitment Procedures

- The School is committed to Safer Recruitment Procedures to ensure that all those working in the school, in either a paid or unpaid capacity, are suitable to do so as far as can be reasonably ascertained;
- At least one member of any interview process for employment to the School will have received training in Safer Recruitment procedures;
- Sutton Valence School also has arrangements in place for the welfare of pupils, in respect of any person living in School boarding accommodation who is not employed by the School, such as the partners and children over the age of 16 (who are not themselves students at the School) of those with residential responsibilities. The DSL meets and gives training to these individuals;
- Appropriate checks include the provision for Enhanced Disclosure and Barring Service and banned list checks for all persons employed by the School in regulated activities, as well as the maintenance of the Single Central Register. Pre-employment checks are carried out to ensure that anyone employed in teaching is not subject to a prohibition order issued by the Secretary of State;
- References are verified and at interview, candidates are asked to account for any gaps in their employment history;
- The School ensures it is following the most recent guidance in respect of these issues;
- The School is required by law to promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child;

- The School is aware that it has a legal duty to respond to requests from the DBS for information it holds already;
- The School understands that it is also under duty to consider making a referral to the Teaching Regulation Authority where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate;
- In the case of our students working with adults who are not employed by the School, e.g. undertaking specialist outdoor training off- site, measures are in place to ensure that appropriate Child Protection checks and procedures are in place;
- All visitors to the School site are subject to our security procedures, which include a signing in process, the identification of them as visitors while on site and being detailed to a specific member of staff. They are also given a visitor's leaflet in regard to safeguarding and child protection on the School site.

Reviewing the Child Protection Policy

The Governors of Sutton Valence School will undertake an annual review of the School's Child Protection Policy, including an update and review of procedures and their implementation. The Governors will ensure the School contributes to inter- agency working in line with *Working Together to Safeguard Children 2018* by good cooperation with local agencies and effective implementation of Safeguarding and Child Protection policies and procedures. These aspects will be recorded at the Governor's meeting in the Summer Term following full discussions with the Designated Safeguarding Lead and detailed minutes. The Governors with special responsibility for Child Protection within the School are Helen Brunt and David Page who meet at least once a term with the DSL and The Safeguarding Advisor. Termly reports are provided for the full Governors' meeting and, if necessary, interim updates will be signed off at these meetings.

Governors receive training in Safeguarding and Child Protection issues.

List of Appendices:

- A Annex A from KCSIE 2020
- B The role of the Designated Safeguarding Lead (DSL)
- C Annex C from KCSIE 2020
- D Possible Signs of Abuse
- E The Green Form
- F Key Contact Details
- G Best Practice for Staff
- H What is Child Abuse?

Appendix A

Keeping Children Safe in Education

Annex A: Further safeguarding information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part One of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the Designated Safeguarding Lead (or Deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the Police) is made immediately.

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Children and the court system

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

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

Making child arrangements via the family courts following separation can be stressful and entrenched conflict in families. This can be stressful for children. The Ministry of Justice

has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

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

Children with family members in prison

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

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people).

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other forms of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

¹ [national crime agency human-trafficking.](#)

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the Police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to Operation Encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should

be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

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

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or Deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015, there has been a mandatory reporting duty placed on **teachers**² that requires a different approach (see following section).

² Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

FGM

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

FGM mandatory reporting duty for teachers

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

Teachers **must** personally report to the Police cases where they discover that an act of FGM appears to have been carried out³. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s Designated Safeguarding Lead (or Deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

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

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

³ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Preventing radicalisation

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

- [Extremism](#)¹⁰⁶ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces;
- [Radicalisation](#)¹⁰⁷ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups;
- **Terrorism**¹⁰⁸ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

¹⁰⁶ As defined in the Government's Counter Extremism Strategy.

¹⁰⁷ As defined in the Revised Prevent Duty Guidance for England and Wales.

¹⁰⁸ As defined in the Terrorism Act 2000 (TACT 2000)

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

The school's or college's Designated Safeguarding Lead (and any Deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard⁴ to the need to prevent people from being drawn into terrorism".⁵ This duty is known as the Prevent duty.

⁴ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

⁵ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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

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

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at [Channel guidance](#).

Additional support

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

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty;
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**;
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#) is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector-specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer-on-peer/child-on-child abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

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

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003⁶ as described below:

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

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the

⁶ See Sexual Offences Act 2003 available at [Legislation.gov.uk](https://www.legislation.gov.uk)

penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

What is consent?⁷ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.⁸

Sexual harassment

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

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

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual ‘jokes’ or taunting;
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.⁹ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation, coercion and threats;
 - upskirting.

⁷ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#).

⁸ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

⁹ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

Upskirting (Additional information can be found at [GOV.UK](https://www.gov.uk))

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part One of this guidance. As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (or a Deputy).

Additional advice and support

Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website

Bullying

- [Preventing cyberbullying](#) - DfE advice
- [Preventing and Tackling Bullying](#), DfE advice

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance

Drugs

- [Drugs: advice for schools](#) - DfE advice
- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#) - Website by Mentor UK

“Honour Based Abuse” (so called)

- [Female genital mutilation: information and resources](#)- Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH and HO statutory guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Online (see also Annex D)

- [Sexting: responding to incidents and safeguarding children](#) - UK Council for Internet Safety

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#) - Home Office guidance
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

Upskirting

- [Upskirting: know your rights](#) – UK Government

Violence

- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office

strategy

- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice
- [Serious violence strategy](#) - Home Office Strategy

Appendix B

The role of the Designated Safeguarding Lead (DSL)

Purpose

The Designated Safeguarding Lead (DSL) is a member of the Senior Management Team, is accountable to the Headmaster and has the status and authority to carry out the duties of the post, including committing resources to safeguarding and child protection matters, and, where appropriate, directing other staff.

The DSL should take lead responsibility for safeguarding and child protection issues, and coordinate and communicate child protection procedures as agreed by the Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

Each locality will have access to its own dedicated team of safeguarding partners who will work collaboratively to strengthen the child protection and safeguarding systems in the local area. This includes local authorities, the police and the health service. Collaborative working by these agencies will help to create effective decisions that put the needs of local families at the heart of all their work.

The Safeguarding Advisor and E-Safety Co-ordinator provide cover for every aspect of this role. The DSL meets weekly with the Safeguarding Advisor.

Key Responsibilities

To liaise with the local authority and work with other agencies in line with KSCMP, *Working Together to Safeguard Children 2018*, *Keeping Children Safe In Education 2020* and *Prevent Duty Guidance for England and Wales (July 2015)*.

To have the appropriate authority and be given the time, funding, training, resources and support to:

- raise awareness and provide advice and support to other staff and volunteers on child welfare and child protection matters;
- take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- contribute to the assessment of children.

Managing referrals

- Refer all cases of suspected abuse to the local Multi-Agency Safeguarding Hub team;
- Refer all known safeguarding allegations against a member of staff or volunteer to the local LADO;
- Support staff who make referrals to Local Authority Children's Social Care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases to the DBS (cases where a person is dismissed or has left due to risk/harm to a child);
- Refer cases to the Police (cases where a crime may have been committed);
- Ensure that all necessary contacts and/or referrals are made promptly;
- Liaise with the Headmaster to inform him of issues, especially ongoing enquiries, under

Section 47 of the Children Act 1989 and police investigations;

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

In addition to basic child protection training, the DSL should undergo updated child protection training yearly, in order to:

- Understand the assessment process for providing early help and intervention;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference;
- Be able to attend and contribute to case conferences and review conferences, and to contribute effectively when required to do so;
- Ensure each member of staff or volunteer can access and understands the school's Safeguarding and Child Protection policy and procedures;
- Carry out the Safeguarding and Child Protection training of new staff as part of the induction programme;
- Ensure that at least one member of any recruitment panel has had training in Safer Recruitment;
- Be alert to the specific needs of children in need, those with SEND and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals.

Raising awareness

- Ensure the School's Policies are known and used appropriately;
- Ensure the Safeguarding and Child Protection Policy is reviewed annually and that the procedures and implementation are updated and reviewed regularly, and work with the governing body on this;
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- Liaise with Kent County Council Children's Services Department to make sure staff and volunteers are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the School, ensure their Child Protection file is reviewed and passed on to any new school or college as soon as possible, but transferred separately from the main student file;
- Understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Appendix C

Annex C – Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety, are discussed at paragraph 88-90. Resources that could support schools and colleges include:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils;
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography;
- [Education for a connected world framework](#) from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety;
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum;
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements;
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources;
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.¹⁰ The UK Safer Internet Centre has published guidance as to what ‘appropriate’ filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring](#).

Guidance on e-security is available from the [National Education Network](#). Support for schools is available via the: [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#).

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that ‘over blocking’ does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the [360 safe website](#). UKCIS has published [Online safety in schools and colleges: Questions for the governing board](#) to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-collegesand-other-providers](#) and [safeguarding-and-remote-education](#)

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 84) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 87), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

¹⁰ [The Prevent duty Departmental advice for schools and childcare providers](#) and [Prevent Duty Guidance For Further Education Institutions](#)

Information and support

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying;
- [Educateagainsthat](#) provides practical advice and support on protecting children from extremism and radicalisation;
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements;
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements;
- [Safer recruitment consortium](#) 'guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective;
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items, such as mobile phones;
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements;
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq;
- UK Council for Internet Safety have provided advice on [sexting-in-schools-andcolleges](#) and [using-external-visitors-to-support-online-safety-education](#).

Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other;
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely;
- [London Grid for Learning](#) guidance, including platform specific advice;
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing;
- [National cyber security centre](#) guidance on how to set up and use video conferencing;
- [UK Safer Internet Centre](#) guidance on safe remote learning.

Support for children

- [Childline](#) for free and confidential advice;
- [UK Safer Internet Centre](#) to report and remove harmful online content;
- [CEOP](#) for advice on making a report about online abuse.

Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support;
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents;
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying;
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls;
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world;
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation;
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online;
- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online);
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online;
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games;
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online;
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations;
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online.

Appendix D

Possible signs of abuse:

- Absconding or running away;
- Delay in seeking medical attention;
- No explanation or inadequate explanation of injuries;
- Changing explanation of injuries;
- Recurrent injuries - particularly if forming a pattern (e.g. always on a particular day or in the care of the same person);
- Inadequate parental concern;
- Multiple injuries that occurred at different dates;
- Bruises;
- Burns and scalds;
- Bites and large and deep scratches;
- Incisions from sharp objects;
- Finger marks or grasp marks (from slapping or coercion);
- Lesions and cuts;
- Unexplained soreness, bleeding or injury to the genital or anal area;
- Sexually explicit play and behaviour;
- Mimicking learnt (sexual) behaviour;
- Aggressive behaviour (to self and others);
- Sexually precocious behaviour and prostitution;
- Solvent or alcohol or drug abuse;
- Anorexia and bulimia;
- Self-harming and suicide attempts;
- Sexual abuse of other children;
- Sexually transmitted diseases;
- Compulsive masturbation;
- Changes in school performance;
- Isolation from peers;
- Eating and sleeping problems;
- Withdrawn or over-active states.

All members of staff at Sutton Valence School should be aware of the signs and symptoms of abuse.

For further information, refer to <https://www.nspcc.org.uk/>

Appendix E



The Green Form

Safeguarding Incident/Concern Form

Pupil Name	Date of Birth and Year Group
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Name and position of person completing form (please print)

Date of Incident/Concern (dd mm yy)
--

Incident/Concern (who, what, where, when)
--

Any other relevant information (witnesses, immediate action taken)*
--

Action taken*

Signature	Date form completed (dd mm yy)
.....	
*Continue on a separate sheet if necessary	

Appendix F
Key contact details:

Safeguarding Role	Name	Position at the School	Contact Details
Designated Safeguarding Lead (DSL)	Mrs Sally Rose	Assistant Head	07458012395 01622 845247 roses@svs.org.uk
Safeguarding Advisor	Mr Jeremy Farrell	Deputy Head	07720038252 01622 845237 farrellj@svs.org.uk
E-Safety Co-ordinator	Mr Andrew Hammersley	Teacher	01622 845200 hammersleya@svs.org.uk
Member of Staff responsible for looked after children	Mrs Emma Agu-Benson	Boarding House Matron	agubensone@svs.org.uk 01622 845239
Safeguarding Governor	Mrs Helen Brunt	School Governor	brunth@svs.org.uk
Safeguarding Governor	Mr David Page	School Governor	paged@svs.org.uk
Chair of Governors		Chairman of Governors	COG@svs.org.uk
Vice-Chair of Governors	Mrs Gill Swaine	Vice-Chair of Governors	swaineg@svs.org.uk

Key External Agencies, Services and Professionals' Contact details

Head Office- Maidstone	
Room 2.30, Sessions House, County Hall, Maidstone, Kent, ME14 1QX	
Claire Ray Head of Service	03000 415788
Rebecca Avery Training & Development Manger	03000 418707
Online Safety	03000 415797
<p>For advice on safeguarding issues please call the number listed below:</p> <p>Maidstone – 03000 412284</p>	
<p>However, if a child may be at risk of imminent harm, you should call the integrated front door</p> <p>03000 41 11 11</p> <p>(Outside office hours: 03000 419191)</p> <p>Or the police on 999</p>	
Early Help Contacts (district teams)	
Maidstone	03000 422340 MaidstoneEarlyHelp@kent.gov.uk
Local Authority Designated Officer Contacts	
<p>LADO Team contact number: 03000 410888</p> <p>Now it's just one number for the whole LADO Team covering Kent Local Authority</p> <p>Email: kentchildrenslado@kent.gov.uk</p> <p>Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU</p>	
Area Education Officer	
West Kent Nicholas Abrahams	03000 412209

Police non-emergency	101
Emergency services	999
Crimestoppers	0800 555111
Childline	0800 1111
NSPCC FGM free phone helpline 0800 028 3550	0808 800 5000
Report suspected extremism online :	https://www.gov.uk/report-suspicious-activity-to-mi5
Report online terrorist activity :	https://www.gov.uk/report-terrorism
For non-emergency advice : contact the DfE dedicated helpline	020 7340 7264 or mailbox on : counter-extremism@education.gsi.gov.uk
FGM	0800 028 3550
Forced Marriage Unit	020 7008 0151 fm@fco.gov.uk
Child Sexual Exploitation	help@nspcc.org.uk 0808 800 5000
The NSPCC Whistleblowing Advice Line	0800 028 0285

Appendix G

Further information on Best Practice for staff (details can be found on the 'how to Guides' on the School Intranet system and also in the Safeguarding Booklet given to all staff). These details are confirmed at all training and INSET sessions.

Communication with Students

The following information is designed to protect you and is best practice.

- Do not exchange telephone numbers with students;
- Do not contact them using a mobile device;
- Do not engage in electronic communication with them on your personal device;
- Communication should be through the School email system only and must hold up to scrutiny;
- Maintain a formal voice and tone;
- Do not become 'friends' on Facebook.

Facebook

It is best practice to note the following advice:

- Check that your settings are private. Be aware that Facebook can change their privacy settings frequently. You will need to check, regularly;
- Do not use your professional teaching name;
- Do not accept existing pupils to be 'friends' (The exception is for members of staff who have children who are pupils at school);
- Be considerate to colleagues when posting photographs. Ask permission if necessary;
- Do not be detrimental to staff colleagues or Sutton Valence School online;
- Remember that Facebook 'own' your photographs.

When students have left Sutton Valence, they may wish to contact you on Facebook. This advice is assuming that students have left after the Upper Sixth Form has been completed:

- Students should have left for a period of over 18 months;
- The request to become friends should come from students, not staff.

Solo Journeys

All solo journeys must be logged, via email, with the DSL. It may be possible to send the email prior to the trip, or it may have to wait until afterwards in the case of an emergency.

The email must contain the following information:

- Student's name;
- Date and time of journey;
- Reason for journey;
- Vehicle used;

- If the journey is arranged for a future date, an accompanying email from the parent where confirmation that they are completely happy with, and understand the details of, the forthcoming journey is requested.

Solo Teaching

There are occasions when individual lessons/tutorials/clinics are given by staff. In order to protect ourselves it is essential to remember our guidelines for situations such as this:

- Always choose a room with a window;
- If at all possible, remain on the opposite side of the desk;
- Do not use rooms that are squirreled away;
- Your HOD should be aware of regular meetings/timetables additions/revision and catch-up sessions.

All solo teaching must be logged via email with the DSL. It may be possible to send the email prior to the lesson, or it may have to wait until afterwards if a child drops in to see you unannounced. An email to cover the term is absolutely fine for regular tutorials.

The email must contain the following information:

- Student's name;
- Date and time;
- Reason for lesson.

In situations such as Music lessons where doors are closed and nearly all lessons are 1:1, staff should follow the specific guidance of the Director of Music.

The Learning Support Department, The Examinations Officer, the School Counsellor, the Mental Health Nurse and the Behavioural Specialist will also have specific guidelines due to the nature of their contact with children.

You may feel it necessary to note if a child regularly arrives to a lesson early.

Appendix H

What is Child Abuse?

Child abuse is maltreatment of a child. Someone, an adult or a child, may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused within an extended family or in an institutional or community setting by those known to them, or by others, such as via the internet.

Child abuse can encompass but is not restricted to:

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

Emotional abuse - the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may involve 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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities including grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual exploitation involves varying degrees of coercion, intimidation or enticement. It includes unwanted pressure from peers to have sex, involving children in the looking at or production of, sexual images, sexual bullying including cyberbullying and grooming (including via the internet). 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.

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 involve a parent or carer failing to protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Financial Abuse

Modern Slavery

Domestic Abuse

Bullying and Cyberbullying

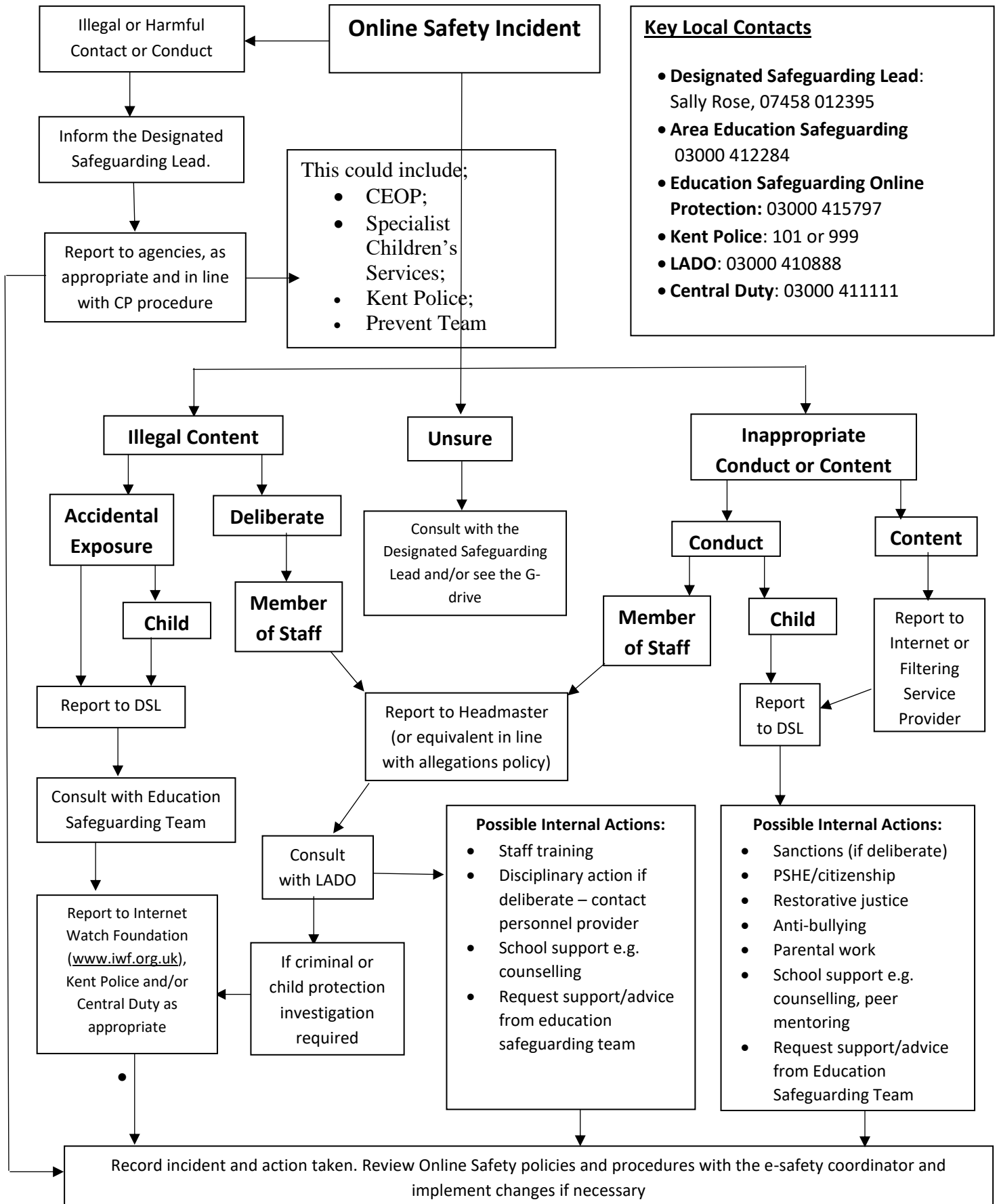
Psychological Abuse

Organisational Abuse

Self neglect

Discriminatory Abuse

Staff protocols when responding to an Online Safety Concern at SVS



Staff Protocols if you have a Welfare Concern at Sutton Valence School

Why are you concerned?

- 1 – Disclosure
- 2 – Witnessed concerning behaviour of another
- 3 – Change in child's behaviour
- 4 – Change in child's appearance

Immediately record your concerns

- A professional niggles can be recorded via email
- For a serious incident or disclosure, the Green Form should be used (can be found on the G-drive).

Pass your concerns to the Designated Safeguarding Lead: Mrs Sally Rose

- The DSL will review the concern and act accordingly;
- Assess and deal with the concern/niggles;
- Assemble relevant on-site team;
- Access the KSCB threshold document and procedures;
- Consider if the child is at risk of immediate harm;
- Seek consultation from Area Education Safeguarding team. 03000412284;
- Refer to other agencies as appropriate.

The DSL will report back to the member of staff to outline what course of action has been taken to safeguard the child.

It may not be possible to share all information at this stage.

Should the member of staff be unhappy with the course of action taken and still be concerned about the safety of the child, they should state this to the DSL and then may decide to contact Social Services, or any other outside agency of their choice.

Record decision making, and action taken, in the child's CP/Safeguarding File

**Monitor, review, and make referral if necessary.
Place child's file under 'Concern' or 'Radar' to ensure appropriate watch.**

Annex to the Safeguarding and Child Protection Policy.

Second Edition for SVS, effective from 24th June 2020

Third Edition for SVPS, effective from 22nd June 2020

Fourth Edition for SVS, effective from 8th September 2020

During these unprecedented times, and the start of the new academic year, we will be mindful that changes in education can happen at short notice and it may be necessary to update any safeguarding and child protection protocols using this annex.

Author: SAR and DVL

Policy Date: August 2020

Approval Date by Governors: September 2020

Review Date: August 2021 or earlier if further updates required