

Phoenix Junior Academy



Child Protection and Safeguarding Procedures

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Designated Safeguarding Lead (DSL)	Peter Sears
Safeguarding Nominated Governor:	Andrew Ost

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1.0 CONTEXT

1.1 Phoenix Junior Academy fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children and their families.

1.2 These procedures have been developed to give clear direction to staff, governors, parents, volunteers and visitors (including contractors) about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school. Practitioners who work with children in this school will read this policy within the framework of the following guidance:

- Keeping Children Safe in Education: Statutory Guidance (2018)
- Working Together to Safeguard Children Statutory Guidance (2018)
- Medway Safeguarding Children's Board Policies and Procedures
- What to do if you're worried a child is being abused (2015)
- Early help: Whose responsibility? A [thematic inspection](#) by Ofsted March 2015
- [Prevent duty](#) (Counter –Terrorism and Security Act, 2015)
- Statutory Guidance on FGM [multi-agency-statutory-guidance-on-female-genital-mutilation](#) (Female Genital Mutilation Act 2003)

1.3 Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

1.4 These procedures set out how the school's Local Governing Body (LGB) discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school.

2.0 PURPOSE and AIMS

The purpose of the school's safeguarding procedures are:

- To provide a caring, positive, safe and stimulating environment that cares for the social, physical and moral development of the individual child.
- To provide an environment in which pupils feel safe, secure, valued and respected; and 'recognise when they are at risk and how to get help when they need it' (Ofsted, 2018).
- To ensure that all staff are aware of their statutory responsibilities with regard to safeguarding and are trained in recognising and reporting safeguarding issues
- To develop effective working relationships with all other agencies involved in safeguarding children.

We follow the procedures set out by the Medway Safeguarding Children's Board and take account of guidance issued by the Department of Education, 2018 (KCSIE).

Safeguarding and promoting the welfare of children (which are everyone's responsibility) means:

- Protecting children and young people at our school from maltreatment and exploitation
- Preventing impairment of our children and young people's health or development
- Ensuring that children and young people at our school grow up in circumstances consistent with the provisions of safe and effective care
- Taking action to enable all children and young people at our school to have the best outcomes whilst considering at all times their best interests and the wider environmental factors that may be a threat to a child's welfare or safety (Contextual Safeguarding: WTTSC 2018, KCSIE 2018)

To support our aims, we shall:

- Ensure staff have a good knowledge and clear understanding of our systems which support safeguarding, including: the staff code of conduct, the behaviour policy, the safeguarding response to children who go missing from education, the signs of different types of abuse and neglect, including specific issues such as child sex exploitation, FGM and radicalisation, the role of the DSL (Designated Safeguarding Lead)
- Reinforce that no single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with a child and its family has a role to play in identifying concerns, sharing information and taking prompt action. 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent' (para 75 and 77;KCSIE, 2018)
- Ensure that the voice of the child is evident in case files and informs school's policy developments
- Offer children a balanced curriculum including PSHE (Personal, Social and Health Education); RSE (Relationships and Sex Education) and online activities which will enable them to enhance their skills and knowledge whilst understanding potential risks

The LGB takes seriously its legal duty to safeguard and promote the welfare of the children and to work together with other agencies in so doing. The LGB will:

- Approve these procedures at each review and hold the Headteacher to account for its implementation
- Appoint a governor safeguarding lead to monitor the effectiveness of these procedures by undertaking regular checks and reporting back to the full LGB
- Ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018)
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher.

3.0 ETHOS

3.1 The child's welfare is of paramount importance. Phoenix is a child-centred school.

3.2 These procedures have been developed to reflect our school culture of prevention, protection and support. We maintain a professional attitude of 'it could happen here' where safeguarding is concerned. When there are concerns about the welfare of a child, staff members must always act in the best interests of the child.

3.3 Our school will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. We enable children to recognise when they are at risk and how to get help when

they need it. If they are worried or concerned about something children at our school are encouraged to talk freely with any staff member who should refer to: 'What to do if you're worried a child is being abused (2015)', local guidelines (MSCB) and agreed school procedures.

3.4 We take every opportunity to raise awareness and be vigilant of child protection issues while equipping children with the language and skills needed to keep them safe. The school is a safe environment in which children can learn and develop within an ethos of openness.

3.5 We are a 'Values Based Education' School and this underpins all that we do. It centres on such values as Caring, Respect, Love and Compassion

3.6 Children with special educational needs and disabilities can face additional safeguarding challenges. Therefore, staff are alert to identifying and acting on additional needs; this can prevent issues escalating to serious safeguarding concerns by ensuring, for example, through assessment of the whole family's needs that support is co-ordinated immediately.

4. 0 SAFEGUARDING DEFINITIONS

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We have developed systems as described in [Working-Together-to-Safeguard-Children 2018](#) to act upon concerns and prevent issues from escalating.

The school follows the [Medway Safeguarding Children's Board](#) policies and procedures.

5.0 ROLES and RESPONSIBILITIES

5.1 The Local Governing Body and Head Teacher is accountable for ensuring the effectiveness of these procedures and school compliance. The LGB has a named lead for Safeguarding: **Mr Andrew Ost** (Safeguarding Governor)

5.2 The Headteacher, Mr Peter Sears is the Designated Safeguarding Lead (DSL). The Deputy Safeguarding Lead is Mrs Claire Beer, with Mrs Rebecca Warrener and Mrs Samantha Wady who are also Safeguarding trained.

DSL details: psears@phoenixjuniors.co.uk (07482543269)

5.3 The Designated Safeguarding Lead (Designated Safeguarding Lead)/Deputy Designated Safeguarding Lead job description (Deputy Designated Safeguarding Lead) (appendix B KCSIE 2018) has been added to staff member's job description.

The LGB have shared the content of "Keeping Children Safe in Education" (2018) with the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge, understanding to carry out their roles appropriately. The designated safeguarding lead training is compliant with [MSCB training programme](#).

5.4 The Governing Body ensures that the DSL understands the role and responsibility of leading safeguarding and child protection across the school. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The designated safeguarding lead/deputy designated safeguarding lead officer receives appropriate supervision and training from senior leadership team or external services. The DSL and deputy DSL will undertake safeguarding and child protection training at least every 2 years and will undertake Prevent awareness training.

5.5 The LGB ensures the school is compliant with section 175 of the Education Act 2002 which requires the governing bodies of maintained Schools and Further Education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the Education Act 2002 and the Education Regulations 2003 requires proprietors of Independent Schools (including Academies and Free Schools) to have arrangements for safeguarding and promoting the welfare of pupils at the school. The Governance body returns their 175/157 report to the Local Authority/Medway Safeguarding Children Board. Any areas of concern in safeguarding are identified and action plan/risk assessment is developed annually. The Governance body ensures the school contributes to inter-agency working in-line with [Working-Together-to-Safeguard-Children](#) (2018) appropriately.

5.6 The LGB ensures safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: [Safeguarding Children and Safer Recruitment in Education Booklet](#)). Peter Sears (DSL) Samantha Wady and members of the LGB have completed the required safer recruitment training.

5.7 The LGB has developed an overview of training in line with KCSIE 2018 and future training requirements are updated every term. All staff, volunteers and Governors have received an induction programme, which includes basic safeguarding training compliant with [Medway Safeguarding Children Board](#). All staff, volunteers and Governors have read and understood the Code of Conduct and Keeping Children Safe in Education 2018 – Part 1 (Staff working directly with children should read and acknowledge Annex A) including hyperlinks. The school has developed a system, which ensures that [regulated and non-regulated activities](#) and staff supervision is understood across the school. The identification of volunteers, students, visitors can be clearly identified by our electronic visitor system.

5.8 The LGB and Head Teacher ensure that members of staff have received a copy of the school's [Whistle Blowing](#) policy and, therefore, have the opportunity to raise concerns relating to safeguarding in line with KCSIE 2018. There is a culture evident in school to raise concerns about poor or unsafe practice; such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

The school's nominated Governor re: Whistle Blowing is: Mrs Sarah Philipson (Vice Chair of LGB).

5.9 The LGB and Headteacher ensure all staff are aware of the NSPCC (National Society for the Prevention of Cruelty to Children) [whistleblowing-helpline](#) is available for colleagues who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

[Medway Professionals Procedures whistle blowing arrangements for safeguarding children](#)

5.10 The LGB and Head Teacher have a schedule of policies and procedures review dates, which are checked annually to ensure they are current. The LGB and designated safeguarding lead coordinate the updates with training schedules to support the culture of learning and safeguarding for all staff/volunteers.

5.11 The LGB and Head Teacher have ensured teaching staff are aware of their responsibility in reporting the disclosure of Female Genital Mutilation (FGM) that appears to have been carried out directly to Police (KCSIE 2018). Further guidance can be sourced at [Government publications mandatory-reporting-of-female-genital-mutilation-procedural-information](#). Teaching staff have a requirement to inform the designated safeguarding lead of any notification to police. Further guidance to be found on [multi-agency-statutory-guidance-on-female-genital-mutilation](#) (Female Genital Mutilation Act 2003)

5.11 The Designated Safeguarding Lead can delegate activities to the Deputy Designated Safeguarding Lead yet the ultimate responsibility still remains with the Designated Safeguarding Lead; the lead responsibility is never delegated. In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will take on Safeguarding lead with clear direction from the Senior Leadership Team.

6.0 DESIGNATED SAFEGUARDING LEAD/ DEPUTY DESIGNATED SAFEGUARDING LEAD

6.1 The Designated Safeguarding (DSL) lead will carry out their roles in accordance with [Keeping Children Safe in Education 2018](#)

6.2 The DSL can delegate activities to the Deputy Designated Safeguarding Lead yet the ultimate responsibility must always remain with the Designated Safeguarding Lead. In the absence of the DSL the Deputy Designated Safeguarding Lead will take on Safeguarding lead with clear direction and support from the Senior Leadership Team.

6.3 The DSL has an understanding of staffing, volunteers and governance arrangements and training needs for safeguarding across the school, updating the LGB every term.

6.3 The DSL will refer cases of suspected abuse to Local Authority children's social care (First Response and Assessment service) as required, an appropriate representative will represent School at child protection conferences and core group meetings. Completing [Strengthening Families multi-agency conference report template](#), the DSL will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other inter agency meetings and contribute to the assessment of child/ren.

6.4 The DSL will support staff that make referrals to local authority children's social care, First Response; Multi agency Safeguarding Hub (MASH). Schools have access to a first response no name consultation for guidance on thresholds.

6.5 The DSL will refer cases to the [Channel programme](#) where there is a radicalisation concern as required; also support staff that make referrals to the Channel programme, completing appropriate risk assessments.

6.6 The DSL will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

6.7 The DSL will refer cases where a crime may have been committed to the Police as required.

6.8 The DSL will be responsible for the maintenance of robust systems to monitor and record the training of all staff, volunteers which will be reviewed annually so that refresher time scales of training are evident. Training is delivered in line with [Training-Quality-programme](#). This will include bulletins, briefings and inset day training as well as external events attended. Regular updates are shared with staff and there is a system to record these communications.

6.9 The DSL will ensure all staff and regular visitors receive training on how to recognise indicators of concern, how to respond to a disclosure from a child, how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

6.10 The DSL monitors the paper/electronic case management systems set up to record 'cause for concerns' on students, to ensure the quality of information is accurate, proportionate, and timely, also that assessment/referrals are made appropriately. The recording and storing of information is kept in accordance with [the-data-protection-act 2018](#). Safeguarding and child protection records are kept separate from academic records. There is a clear-recorded process of transfer of records to new schools. A chronology case management systems is at the front of all child/ren files; this gives clarity on summary/recognition of cumulative low level concerns, which need to be monitored/raised. The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent' (para 75 and 77; KCSIE, 2018).

6.11 The DSL has a clear system for Child Protection (Children's Act 1989 section 47), Child in Need (Children's Act 1989 section 17), [Early Help Assessment](#) (EHA) files being removed from school and returned; for what purpose e.g. case review meeting, [SCR](#) (Serious case reviews), [DHR](#) (Domestic Homicide Reviews).

6.12 The DSL will share risks and resilience of pupil/student proportionately with staff members/volunteers on a "need to know and in the child's best interest" and this is recorded and monitored to ensure risks/progress of pupil/student is understood. The DSL will clearly state reasons for sharing this information and that this is carried out in strict confidentiality, we follow [safeguarding-practitioners-information-sharing-advice](#).

6.13 The DSL ensures robust systems are in place to induct new staff and governors. These systems are monitored and non-compliance is shared with Senior Leadership Team/LGB. The DSL will ensure the induction policy is updated annually as directed by [Keeping Children Safe in Education 2018](#).

6.14 The DSL understands and supports the school with regards to the requirements of the [Prevent duty](#) and is able to provide advice and support to staff on protecting children from the risk of radicalisation. The school's on-line safety policy links with this guidance.

6.15 The Teachers' Standards 2012 document [Teachers-standards](#) state that teachers, including Head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff will have access to resources/bulletins and attend any relevant or

refresher training courses to update their professional development with regard to safeguarding. The DSL coordinates this centrally.

6.16 The DSL, LGB and Head Teacher encourage a culture of listening to children and taking account of their wishes and feelings. All staff are expected to assist with any measures the school may put in place to protect a child/ren. The DSL has developed systems to record these and ensure through case reviews the child/ren's voice have been heard/recorded using [Medway Professionals' Procedures](#)

6.17 The DSL will notify Children's Social Care if a child who is subject to a child protection plan is absent from school for more than two days without explanation. Any pupil who does not attend without explanation on the morning session for school will be followed up within 24 hours.

6.18 The DSL as required will liaise with the "case manager" and the LADO (Local Authority Designated Officer) at the local authority for child protection concerns (all cases which concern a staff member).

6.19 The DSL will liaise with staff on matters of safety and safeguarding and, when deciding whether to make a referral, by liaising with relevant agencies. The DSL will act as a source of support, advice and expertise for all staff. Risk assessments will be completed as required and should, where appropriate, involve other agencies.

6.20 The DSL will inform the local authority when a parent chooses to remove their child/ren from school to Elected Home Educators ([EHE](#)). The school will make arrangements to pass any safeguarding concerns to the EHE Team within Medway Council and inform any other professionals who are involved. Please refer to 21.1 below regarding procedure for children missing from education.

6.21 The school at times may require further assistance from interpreters to support child and families; we will always use such services to support us. These services will be accessed in liaison with the DSL.

7.0 WORKING WITH PARENTS/CARERS

7.1 The school is committed to working in partnership with parents/carers to safeguard and promote the welfare of child/ren and to support an understanding of the school's statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy and procedures. A copy will be provided to parents on request; it is available on the school website. Parents and carers will be informed of i) our legal duty to assist our colleagues/ other agencies with child protection enquiries and ii) what happens should we have cause to make a referral to Early Help Service or other agencies.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm. (Ref para 75 and 77 of KCSIE. See 6.10 above)

7.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Children's Social Care and Multi – Agency Risk Assessment Conference (MARAC) in circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

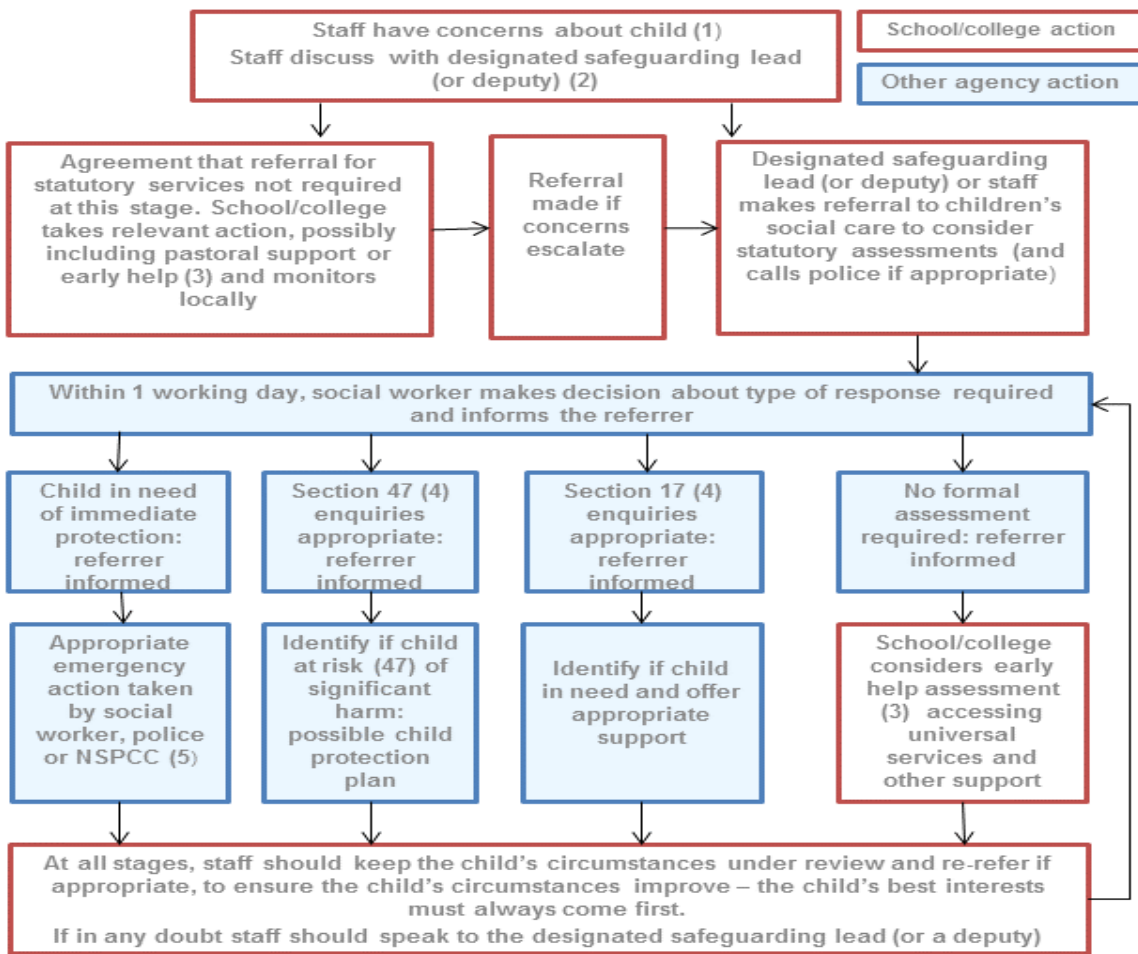
- Full names and contact details of all adults with whom the child normally lives;
- Two emergency contact numbers;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above);
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, contact orders, non-molestation orders, court orders, Multi – Agency Risk Assessment Conference (MARAC).

7.6 The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with another adult's full details in writing.

7.7 Should a child leave Phoenix School, in addition to the child protection file, the DSL will also consider if it would be appropriate to share any further safeguarding information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. At times we will use the portal - school2school.

7.8 Attendance is a key element of safeguarding. The school is vigilant with regard to increased absence, regular patterns of absence and poor excuses and sibling absences. As soon as a concern is raised contact is made by phone, home visit, letter and, if deemed necessary, escalated to police welfare visits. The school has procedures for dealing with potential 'children missing education' (see 21. below).

8.0 PROCEDURES FOR MANAGING CONCERNS



8.1 All staff know that it is their responsibility to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

8.2 The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information. Following guidance [What to do if you're worried a child is being abused-Advice for Practitioners](#). If a child reports, following a conversation you have initiated or otherwise, that they are being abused and/or neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place.

8.3 All concerns about a child/ young person or family should be reported without delay and recorded in writing, informing the Designated Safeguarding Lead and following the school's agreed procedure.

Following receipt of any information raising concern, the Designated Safeguarding Lead will consider what action to take and seek further advice from First Response and Assessment Service. All information and actions taken, including the reasons for any decisions/actions made, will be fully documented on the child's record.

It is not the responsibility of the school to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in these procedures.

Staff members are encouraged, if they have any concerns about a child, to have a conversation with the Designated Safeguarding Lead to agree a course of action. However, any staff member can make a referral to Children's Social Care (using portal) or Police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Medway Safeguarding Children Board.

8.4 If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead of their actions, as soon as possible. The local authority should make a decision within one working day of a referral being made about what the next stages are.

8.5 [Escalation Procedure \(Professional Disagreement\)](#) - Medway Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached. The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the school's Designated Safeguarding Lead.

9.0 EARLY HELP

9.1 Designated Safeguarding Lead will ensure staff are aware of the [Medway Early Help outcome plan 2015-2020](#) process, and understand their role in it. This includes: identifying emerging problems, liaising with the Designated Safeguarding Lead, undertaking an early help whole family assessment, coordinating the development of a whole family plan, or supporting others who are leading by sharing information with other professionals to support early identification and assessment and ensuring identified outcomes are met. The staff member(s) initiating the concern will potentially be identified as the Early Help lead(s) for the school.

9.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interest of the child and have a responsibility to take action as outlined in this policy. Any child may benefit from Early Help, yet staff should be particularly alert to the potential need for help for a child who:

- Is disabled and has a specific additional needs;
- Has educational needs whether or not they have a statutory Education Health and Care Plan

- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is a young carer
- Is frequently missing/goes missing from care or home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is misusing drugs and alcohol
- Is in family circumstances presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is a privately fostered child

9.3 Early Help is a key part of a wider continuum of engagement with families and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every individual who works with children, young people and families and has an individual responsibility for early help.

9.4 Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or development progress is *not* being met
- The support of more than one additional agency is needed to meet the child or young person's needs
- Child/ren do not meet MSCB safeguarding threshold yet concerns are emerging e.g. attendance, behavioural, social or physical wellbeing, and academic progress.

9.5 The school EHA lead may need to request the support of Medway Council Early Help Transformation Team (EHTT) for support to undertake the EHA or to bring in further specialist support for certain issues for the whole family that could be impacting on the development of the child e.g. housing/debt/unemployment; criminal activity; substance misuse or mental health; domestic abuse. The school will inform the EH Co-ordinator when an EHA has been started, and when it is closed, irrespective of whether or not there is an EH worker involved with the family. This is so that a record of that involvement can be maintained on Synergy.

Guidance on responding to a child disclosing abuse:

The following list should be used as advice for teachers in the event that a child discloses information relating to abuse that they may be suffering:

* **Stay calm**

* **Listen carefully** to what is said

* **Do not promise to keep secrets** –find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others.

NB: If the child is Fraser competent (i.e.) Professionals working with children need to consider how to balance children's rights, wishes and sharing information with their responsibility to keep children safe

from harm. Underage sexual activity should always be seen as a possible indicator of child sexual exploitation. Sexual activity with a child under 13 is a criminal offence and should always result in a child protection referral.

* **Allow the child to continue at her/his own pace**

* **Only ask questions for clarification purposes** –at all times avoid asking questions that suggest a particular answer:

* **Reassure** the child that they have done the right thing in telling you

* **Tell them what you will do next** and with whom the information will be shared

* **Record in writing what was said** using the child’s own words as soon as possible –note date, time, any names mentioned and to whom the information was given and ensure that the record is signed and dated.

The school also uses an electronic safeguarding programme (CPOMS), which will be used initially in conjunction with paper copies, with a view to phasing the paper copies out throughout the year.

In the case that a child or adult discloses any information regarding abuse that they may have suffered, the information should be passed onto the school’s Designated Safeguarding Lead.

If the Designated Safeguarding Lead is not available, any urgent concerns should be passed on to the relevant Children’s Services authority or the Police.

10.0 TYPES AND SIGNS OF ABUSE and EXPLOITATION

10.1 As a school we are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another for further guidance: [Promoting the welfare of children](#)

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or

non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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

11.0 KEEPING CHILDREN SAFE IN EDUCATION (2018) SPECIFIC SAFEGUARDING ISSUES:

11.1 All staff in our school have an awareness of safeguarding issues further information in Annex 1. As a result of training, staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, homelessness, county lines, children with family members in prison, children and court system, truanting and sexting can put children in danger. All staff are aware that the Designated Safeguarding Lead is the expert within our school who is available to offer further support to staff, volunteers and LGB.

11.2 All school staff are aware safeguarding issues can manifest themselves as a result of peer on peer abuse (Refer to Part 5 of KCSIE). This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults; and sexting (also known as youth produced sexual imagery). Further guidance on peer on peer abuse can be found in the school's Behaviour policy and procedures, which includes;

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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

12.0 CHILD PROTECTION CONFERENCES

12.1 [Section 17](#)- A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

[Section 47](#)- Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children (2018) and [Medway Managing-Individual-Cases](#)

Section 47 enquiries during School Holidays: If an allegation / concern of abuse or neglect occurs during school holidays the relevant Children's Social Care Services (Medway) social worker should make direct contact with the school. When possible, contact should be with school staff who have first-hand knowledge of the child and access to school records following [MSCB](#) procedure.

12.2 The LA [Children's Services](#) will convene a [Child Protection conference](#) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

12. 3 Designated Safeguarding Lead/Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. In any event, the person attending will be required to provide as relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

12. 4 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by [MSCB](#). The information contained in the report will be shared with parents before the conference, as appropriate, and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought by the Designated Safeguarding Lead from staff working with the child.

12. 5 Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Early Help Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents. [MSCB](#) has developed some guidance and leaflets for parents and young people about such conferences.

12. 6 Child in Need (section 17 of Children Act, 1989 and 2004 amendment): A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required using [Medway Threshold document](#)

12.7 Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child/ren who are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Child/ren's health or development is likely to be impaired, or further impaired without the provision of such services.
- Children who are disabled.
- When prevention strategies have been designed and monitored without desired outcomes being met.

12. 8 If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response and Assessment Service ([Medway Thresholds-for-Intervention-Guidance](#)) or the appropriate social care team, if working with a different authority, to request an assessment. If parents refuse to give consent but the child's needs are not being met, this may escalate concern; in this situation, the Designated Safeguarding Lead may discuss the issues with the First Response and Assessment Service.

12. 9 Appropriate school staff will be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

13.0 CURRICULUM

13.1 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. We embrace Values Based Education, which permeates throughout subjects and beyond, and has a strong emphasis on caring and sharing of problems and issues of worry.

13.2 It is the responsibility of every staff member, supply staff, volunteer and regular visitor to the school to carry out the requirements of this safeguarding policy so that we can provide a safe environment in which children can learn. This expectation is covered during staff induction sessions.

13.3 We do not permit children to bring into school personal electronic devices. If any are deemed necessary for security reasons during the home/school journey, they are handed in at Reception at the start of the day and collected at the end.

13.4 We provide a varied curriculum through PSHE, SRE, SEAL, SMSC, British values, ICT and on-line safety sessions, assemblies, visitors, and third sector companies. Involvement of outside providers must be agreed by the DSL before any interaction with the children.

13.5 As a school we are passionate in the ways we encourage children to learn and share their views. Our children and adults are encouraged to speak out, respect and care for each other.

15.0 INTIMATE CARE

Please refer to school procedures on First Aid and Administering Medicines.

16.0 CHILDREN WITH MEDICAL NEEDS (including administering medicine)

Our school will adhere to [supporting pupils at school with medical conditions](#) (2015, updated 2017) working with parents/carers to ensure that:

- Pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education.

The LGB will ensure that arrangements are in place in school to support pupils at school with medical conditions. The LGB will ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Asthma policy - [Emergency-asthma-inhalers-for-use-in-schools](#)

17.0 SAFER RECRUITMENT

17.1 The LGB will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2018).

17.2 Safer recruitment procedures will include the requirement for appropriate checks in line with national guidance.

[Schools recruitment Safeguarding Children and Safer Recruitment in Education Booklet](#)

17.3 At Phoenix we use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview or before appointment. The school will question the contents of the application forms if we are unclear about them. We will undertake Disclosure and Barring Service checks; however, we may use other means of ensuring we are recruiting and selecting the most suitable people to work with our children. Disqualification by association (under the Childcare Act 2006) has now been amended to require only new members of staff to sign a form. Any relationships and associations that staff may have in and outside school (including online) may have an implication for the safeguarding of the children in the school; in such instances, the member of staff must speak to the school.

17.4 School will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in accordance with statutory requirements and risk assessed robustly. The Chair of Governors will check the SCR on a termly basis and record inaccuracy and actions, reporting this to the DSL, Senior Leadership Team and LGB.

18.0 SAFER WORKING PRACTICE

18.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

18.2 All staff including supply teachers/volunteers will be provided with a copy of our school's Code of Conduct at induction. They will be expected to know our school's Code of Conduct and Policy for Positive Handling of Pupils and carry out their duties in accordance with this advice. There may be occasions when some form of physical contact is inevitable, for example if a child has an accident, is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for de-escalation/safe restraint must be adhered to. A list of staff who have accessed physical intervention training will be kept by the Headteacher/Designated Safeguarding Lead and updated in line with [Use of reasonable force](#) DfE guidance. All incidents will be recorded in accordance with statutory guidance.

18.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

18.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Educational settings', DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

19.0 EDUCATIONAL VISITORS TO SCHOOL

19.1 The school will undertake risk assessment and use its professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. We follow guidance for non-regulated activities.

In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers
- Whether the individual/company has other employment or undertakes voluntary activities where references can be accessed and suitability recorded
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2018

- We have a clear visitor procedure which enables us to offer to pupils experiences of meeting other professionals thereby extending knowledge and curriculum. The visitor policy clearly states whether ‘other professionals’ are supervised or unsupervised within the school.
- The visitor policy links with the [Prevent duty](#)

20.0 MANAGING ALLEGATIONS AGAINST STAFF, VOLUNTEERS and PEER on PEER

20.1 Our aim is to provide a safe and supportive environment that secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

20.2 The LGB ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and Head Teachers.

Peer-on-peer abuse is summarised in four key definitions (Firmin 2013a):

1. The definition for domestic abuse ([Home Office 2016](#)) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
2. [The definition for child sexual exploitation \(2017\)](#) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
3. The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
4. Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

20.3 The term peer-on-peer abuse can refer to all of these definitions. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people’s experiences.

20.4 Our response to peer on peer abuse needs to have a holistic assessment of both/all of the young person’s needs; an assessment of the ‘perpetrator’ of the abuse will also be required if they are under the age of 18.

20.5 The assessment of risk, and subsequent interventions with young people, needs to recognise that individual experiences do not cause the abuse that they experience, but may be used by others who have power over them.

20.6 We are clear as a school in our understanding of consent:

The Sexual Offences Act 2003 states consent is ‘*if she or he agrees by choice, and has the freedom and capacity to make that choice*’. There are three important parts to this.

- *choice* – a deliberate decision:
- *Capacity* to consent, e.g. is the person old enough, are they intoxicated by alcohol or affected by drugs?
- whether a person makes their choice *freely*, without manipulation, exploitation or duress.

20.7 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

20.8 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Medway Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of '*Keeping Children Safe in Education*', DfE (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). **The LADO can be contacted on 01634 331065**

20.9 If an allegation is made or information is received about an adult who works in our setting that indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. If the allegation is regarding the Headteacher of the academy then this needs to be raised reported to the Chair of Governors. In the event that either the Chair of Governors is uncontactable on the day of the allegation, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

20.10 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the Governance body will undertake further investigations before receiving advice from the LADO.

20.11 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should **contact the LADO directly on 01634 331065**

20.12 The School has a legal duty to refer to the [Disclosure and Barring](#) Service anyone who has harmed, or poses a risk of harm, to a child; if there is reason to believe the member of staff has committed one of a number of listed offences; has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The Designated Safeguarding Lead has a responsibility to inform barring service.

21.0 VULNERABLE CHILDREN – including LOOKED AFTER CHILDREN (LAC)

21.1 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of 10 school days or more. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Our staff are alert to signs and individual triggers associated with the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

21.2 As a school we are aware that the potential for children with special educational needs and disabilities (SEN-D) may have additional barriers when it comes to safeguarding. The school recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs that may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused. Staff should refer to [MSCB](#) guidance

21.3 Heightened vulnerability is linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a school partner/friend
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make certain children more susceptible to risks.

21.4 All children, including disabled children and children with impairments and additional needs, deserve the opportunity to achieve their full potential. In support of this it is important that their needs are considered in the same way as for any other child, as outlined in *Working Together to Safeguard Children 2018*.

21.5 Staff should be aware and act on the fact that children have said that they need:

- Vigilance: to have adults notice when things are troubling them
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- Stability: to be able to develop an on-going stable relationship of trust with those helping them
- Respect: to be treated with the expectation that they are competent rather than not
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- Explanation: to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative
- Support: to be provided with support in their own right as well as a member of their family
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

[Medway Promoting the Welfare Safety of Children in Specific Circumstances](#)

21.6 The LGB has appointed a designated teacher who works closely with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The LGB has ensured that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).

21.7 Medway's Virtual School for Looked After Children provides support and challenge for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments. Initiated by *Care Matters, Time for Change* (2007), all Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

22.0 The role of the designated teacher within the school [Designated-teacher-for-looked-after-children 2018](#)

The designated teacher plays a crucial role leading the responsibility for helping school staff understand the things which affect how looked after children learn and achieve.

The designated teacher should:

- Promote culture of high expectations and aspirations for how looked after children learn
- Makes sure the young person has a voice in setting learning targets be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

The LAC designated teacher is: **Peter Sears (Headteacher)**

22.0 WORKFORCE and DEVELOPMENT

22.1 As a school we have a clear framework for supporting and training our staff. On an annual basis all staff receive an appraisal/performance management that includes identification of training needs across the safeguarding agenda highlighted in Keep Children Safe in Education 2018. Teaching standards define the role and responsibility of teaching staff to continually develop their knowledge and understanding and as a school we develop this as part of our working culture. Annually, we develop and record a training schedule which meets the needs of the staff group in terms of the knowledge and understanding required to ensure a robust and consistent culture of safeguarding and associated agendas across the school.

22.2 We have a clear induction process for staff, volunteers and governors that includes safeguarding roles, responsibilities and processes. This process covers the Code of Conduct, basic safeguarding training (including reading Part 1 and Annex A of KCSIE 2018), the role of the Designated Safeguarding Lead officer, signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues around confidentiality.

22.3 Section 1 of Keeping Children Safe in Education 2018 requires all staff, volunteers and governors to receive and read a copy and attend briefing sessions on implementation. Safeguarding Governor, Head Teacher, Middle Management and Designated Safeguarding Lead all receive full document and sessions on how this is implemented and monitored by LGB, Head Teacher, senior leadership team (SLT) and Designated Safeguarding Lead.

22.4 We value our volunteers and so we offer supervision/reflection time to these adults in the school; in documentation provided there is a focus on any safeguarding concern/issues raised are recorded.

22.5 As a school we have developed systems to ensure that staff training and quality assurance systems around safeguarding are robust and are monitored by LGB.

23.0 TRAINING - DESIGNATED SAFEGUARDING LEAD

23.1 The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years in line with MSCB policy. The Designated Safeguarding Lead role is crucial in enabling all staff members to have an understanding of impact and diversity of safeguarding issues. The Designated Safeguarding Lead will develop and monitor systems to update staff, pupils and families.

23.2 The Designated Safeguarding Lead should undertake Prevent awareness training every 2 years, have clear understanding of risk assessment, and update as appropriately.

23.3 In addition to the formal training set out above, knowledge and skills of DSL and deputies should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding updates) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; and
- Have an understanding of the lesson learnt from SCR (serious case reviews) and how best to implement the learning.

24.0 RAISING AWARENESS – DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead should ensure the school's child protection policies and procedures are known, understood and used appropriately.

24.1 The Designated Safeguarding Lead and LGB should ensure the school's child protection procedures are reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

24.2 The Designated Safeguarding Lead should ensure the child protection procedures are 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. To satisfy this requirement the Safeguarding and C.P. Policy and procedures are to be found on the school website.

24.3 The Designated Safeguarding Lead has links with the MSCB and has contact names of all school representatives on the Board and sub groups and can influence the work of the Board. As a school, we adopt local policies on safeguarding and take up local training opportunities.

25.0 AVAILABILITY OF DESIGNATED SAFEGUARDING LEAD

- During term time the Designated Safeguarding Lead (or a deputy) is available (during school hours) for staff to discuss any safeguarding concerns. There are arrangements in place to cover any out of hours/out of term concerns. This information is shared with the Local Authority. (Education Safeguarding Officer)

26.0 COMMUNICATION – CONFIDENTIALITY/INFORMATION SHARING

26.1 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018). The school works closely with social care from the host authority and, where appropriate from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

26.2 As a school we are mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff in making decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) this 'includes allowing practitioners to share information without consent.'

26.3 The Data Protection Act 2018 places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care (see Trust Data Protection policy).

27.0 MANAGING COMPLAINTS

27.1 As a school we have a Trust Complaints Policy and school procedures. As a school we encourage children and families to raise with us complaints, concerns or comments and have a robust internal investigation process (see Trust Complaints Policy).

28.0 SITE SECURITY

28.1 Phoenix Junior Academy provides a secure site that is controlled by clear management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules that govern it. Laxity can cause potential problems to safeguarding (Health and Safety Act 1989 and 2004). Therefore:

- Gates are kept closed during the school day, visitors gain access through the main entrance
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. The school has a clear system of ensuring visitors are accompanied/supervised by [regulated staff member](#). Any visitor on site who is not identifiable by a visitors pass will be challenged by any staff member and this will be reported to a Senior Leadership Team member
- Parents, carers and grandparents attending functions have access only through the main (or designated) entrance, with tickets for visitors for appropriate school events
- Children will only be allowed home with adults with parental responsibility or confirmed permission
- Empty classrooms should have closed windows and doors
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this
- Two members of staff are always on duty at break times
- A health and safety audit is completed annually with risk assessment. This is developed in line with our Prevent duty. This will form part of an annual report to governors. Risk management of site security is managed by the senior leadership team and LGB. The school has a clear system of risk assessments and reviews timescales relating to these.

APPENDIX 1

Safeguarding Agendas detailed in KCSIE 2018 (Included in this section are national and local hyperlinks to policy)

Bullying including Cyberbullying - bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. racist or homophobic remarks, threats, name-calling)
- emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)

“The damage inflicted by bullying (including cyberbullying via the internet) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). Information and Communication Technology (ICT), now more commonly referred to as Digital Technology, enables children and young people to learn, play, communicate and explore the world in fantastic new ways and many children and young people are now skilled in using digital technology including computers, tablets, mobile phones and gaming machines. However with this new technology there are new risks it is important we have understanding around prevention.”

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; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for

[preventing-and-tackling-bullying](#). Everyone who is responsible for the welfare and safety of children needs to understand what these risks are and how we can all work together to enjoy these new technologies safely. "As in any other area of life, children and young people are vulnerable and may expose themselves to danger - knowingly or unknowingly - when using the internet and other digital technologies. Indeed, some young people may find themselves involved in activities, which are inappropriate or possibly illegal. [Medway on line bullying](#) (Section 6C)

Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school carefully considers how this is managed on its premises.

Sexting – Sexting is when a young person takes indecent images of themselves and sends this to their friends or boy / girlfriends via mobile phones. [Sexting/what-is-sexting](#)

Once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by future employers, friends or even by paedophiles. Child exploitation and

online protection command ([CEOP](#)) runs 'Thinkuknow' programme which provides resources, training and support for professionals who work directly with children and young people.

By having in their possession, or distributing images, of an indecent nature of a person under 18 on to someone else are offences under the Sexual Offences Act 2003. Many young people are not even aware that they could be breaking the law.

[Medway Further-Guidance-for-Practitioners](#)

Children missing education – All professionals working with children, as well as the wider community, can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age [Children-missing-education](#) in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

[Medway Children Missing Education Policy](#)

Child/ren missing from home or care - There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy, and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children.

The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home. This is not to presume that the care system necessarily causes young people to run away. In many cases, a pattern of running away may have been established at an early age and may have been a factor in the young person's admission to care. It is also important to remember that the majority of looked-after children do not go missing. [Children-who-run-away-or-go-missing-from-home-or-care](#)

Whilst each case needs to be considered on its merits, children who run away are at a heightened risk of being victims of crime, being sexually exploited, being involved in substance misuse, or of becoming involved in crime and disorder. Additionally, research shows that the level of risk to the individual child escalates with each episode they go missing and repeat episodes have been identified as a significant indicator of high risk to the child or young person. [Medway Welfare-Safety-of-Children-in-Specific-Circumstances](#) (Section 4G)

Child sexual exploitation (CSE) – Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

National Working Group #SaySomething Campaign. [what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](#)

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

[Soft intelligence](#) - form for CSE and Gang, including email address to use.

Domestic violence – Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

[Domestic-violence-and-abuse](#) is a generic term to describe a wide range of intentional behaviours used by one individual to control and dominate another, with whom they have had, wished to have, or are currently in a close intimate, family or other type of relationship. It does not only relate to married or co-habiting couples, and it frequently continues after a relationship has ended. A significant number of women and children are no safer when they leave an abusive home, and for very many it is known that the level of violence and abuse can escalate. [Medway promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Relationship Abuse – Domestic abuse is one of the key priorities of the Community Safety Partnership's throughout Medway. The Community Safety Partnerships, which are made up of multi-agency members, have agreed to use the Home Office definition of domestic abuse:-
[relationship-abuse/what-is-relationship-abuse](#)

However, the Medway Police definition of domestic abuse is:- “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between partners and ex-partners aged 16 years and over, who are or have been intimate partners, regardless of gender and sexuality.” [Medway Individuals-who-pose-a-Risk-to-Children](#)

Drugs - there is evidence that children and young people are increasingly misusing alcohol and illegal drugs. [Drugs-advice-for-schools](#) there are many consequences range from non- and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Working with Parent who misuse substances [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4Q)

Fabricated or Induced Illness - [safeguarding-children-in-whom-illness-is-fabricated-or-induced](#) - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

1. **Fabrication** of signs and symptoms, including fabrication of past medical history.
2. **Fabrication** of signs and symptoms and **falsification** of hospital charts, records, letters and documents and specimens of bodily fluids.
3. **Induction** of illness by a variety of means. Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. The emotional impact of this on the child should always be considered. There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Faith abuse – [National-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](#) Links to faith or belief includes: beliefs in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and Dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number that is believed by some to allow malevolent spirits to enter the home. Abuse linked to a belief in spirit possession can be hard for professionals to accept and it may be difficult to understand what children are likely to be experiencing; it can often take a number of visits or contacts to recognise such abuse. [Medway Guidance-for-Practitioners](#)

Female genital mutilation (FGM) – [Multi-agency-statutory-guidance-on-female-genital-mutilation](#) FGM is known by a number of names including “female genital cutting”, “female circumcision” or “initiation”. The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits. There is a mandatory reporting duty for staff specifically for FGM as stated by the [Serious Crime Act 2015](#).

FGM is also linked to domestic abuse, particularly in relation to ‘honour based violence’. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section M)

Forced marriage - [Guidance forced-marriage](#) There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be ‘one chance to save a life. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4L)

Gender-based violence/violence against women and girls (VAWG) - [violence-against-women-and-girls](#)

Too many women are still victims of domestic and sexual violence. We must help young people to understand what a healthy relationship is and to re-think their views of controlling behaviour, violence, abuse, sexual abuse and consent.

[Strategy-to-end-violence-against-women-and-girls-2016-to-2020](#)

Hate - [Educate against hate](#) A hate crime is a crime committed against someone because of their:

- disability
- race or ethnicity
- religion or belief
- sexual orientation
- transgender identity
- alternative subculture

Gangs and youth violence - [Advice-to-schools-and-colleges-on-gangs-and-youth-violence](#)

The Policing and Crime Act 2009 ('the 2009 Act') contains provisions for injunctions to prevent gang-related violence and gang-related drug dealing activity to be sought against an individual; these were commenced in January 2011.

The Crime and Security Act 2010 contains provisions for breach of an injunction to be enforced against 14 to 17 year olds; the Crime and Courts Act 2013 moved jurisdiction for these proceedings from the County Court to the Youth Court.

The Serious Crime Act 2015 contains provisions that amend the statutory definition of what comprises a "gang", as defined in section 34(5) of Part IV of the Policing and Crime Act 2009, and expands the scope of the activity a person must have engaged in, encouraged or assisted, or needs to be protected from, before a gang injunction can be imposed to include drug dealing activity. Locally, the following definition of gangs, as included within Dying to Belong (Centre for Social Justice, 2009), has been adopted:

A relatively durable, predominantly street-based group of young people who:

- (1) See themselves (and are seen by others) as a discernible group, and
- (2) Engage in a range of criminal activity and violence

They may also have any or all of the following factors:

- (3) Identify with or lay claim over territory
- (4) Have some form of identifying structural feature
- (5) Are in conflict with other, similar, gangs.

[MSCB](#) guidance

Mental health - [Mental-health-and-behaviour-in-schools](#) This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Parenting capacity and mental health [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Homeless - 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.

Missing Children and Adults strategy - [Missing-children-and-adults-strategy](#) Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Private Fostering – A privately fostered child, being under the age of 16 (18 if disabled), is cared for and provided with accommodation by someone other than: a parent, person with parental responsibility or a close relative- defined in the [Children-act-1989-private-fostering](#) or the Safeguarding Vulnerable Groups Act 2006 as a grandparent, brother, sister, aunt or uncle (whether of full blood or half blood or by marriage) or by step parent. The intention should be that the placement lasts for 28 days or more. As a school if we make private fostering arrangements we will request that DBS checks are requested by the regulated activity provider (foreign exchange students). [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

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

Children and 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](#).

Sexual violence and sexual harassment between children - 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 are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Preventing Radicalisation – [Prevent-duty-guidance](#) The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children of all ages, young people and adults to involve them in terrorism or activity in support of terrorism. Violent Extremism is defined by the Crown Prosecution Service (CPS) as: "The demonstration of unacceptable behaviour by using any means or medium to express views, which: Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts; Encourage other serious criminal activity or seek to provoke others to carry out serious criminal acts or foster hatred which might lead to inter-community violence in the UK."

- [Medway Guidance-for-Practitioners](#)
- <https://www.kent.gov.uk/about-the-council/strategies-and-policies/community-safety-and-crime-policies/context/prevent#>
-
- prevent@kent.pnn.police.uk

Trafficking – [Safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components movement and exploitation. Any child transported for exploitative reasons is considered to be a

trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

‘Child’ refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

School staff can and are encouraged to access government guidance, as required, on the issues listed below via GOV.UK and other government websites:

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse :National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education ,home or care	Children missing education	DfE statutory guidance
	Children 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 her Majesty’s Prison and Probation Service (HMPPS)advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

“Honour Based Violence” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance

Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
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
Searching, screening and confiscation	Searching Screening and Confiscation Advice	DFE guidance

De-escalation - Restrictive Physical intervention – The expectation is that as far as possible schools and young people’s settings and services will be restraint free. There are circumstances when it is appropriate

for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Poorly or incorrectly used, restrictive physical interventions are a source of risk to the young person and members of staff. The correct use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the individual. Schools and settings should take all reasonable actions to reduce the potential need to use restrictive physical interventions as far as practicable.

An individual behaviour support plan (which may support or be part of an Individual Healthcare Plan) should be written for children and young people whose behaviour presents a significant challenge. This plan should detail the steps that are being taken to address the individual's particular social, emotional and learning needs. It should also include the steps that staff should take to de-escalate challenging situations as well as what they should do if these steps are not successful ('an incident management plan'). The individual behaviour support plan should consider risks and how they are being minimised and managed.

A reduction in the need to use restrictive physical interventions is achieved by analysing the interactions between each young person/pupil and their environment, identifying potential triggers that need to be avoided at critical periods. This involves:-

- Considering our actions under the duties of Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance, through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, the school reduces the occurrence of challenging behaviour and the need to use reasonable force
- Helping young people to avoid possible situations known to provoke challenging behaviour
- Developing staff expertise in working with individuals who present challenges
- Understanding that behaviour is often a method of communication.
- Restrictive intervention programme (use of reasonable force 2013)

On Line Safety: The use of technology has become a significant component of many safeguarding issues. The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop a curriculum which develops skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties whilst on-line.

[Medway Further-Guidance-for-Practitioners](#)

[Children's commissioner](#) - publications

The LGB and Headteacher have systems in place to limit children's on-line exposure to safeguarding issues through IT safeguards. We have filters and monitoring systems in place and these are regulated and risk assessed as part of the Prevent duty. We have an online safety policy that identifies the usage and expected behaviour of pupils. As a school we appreciate the value of technology; appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online access to support learning and safeguarding. Staff have to sign annually an Acceptable User Policy.

Risk Assessments: - In accordance with KCSIE 2018 there will be times when the school will need to develop a risk assessment; these will be assessed with parent/carers and other services that are supporting

the family. Within the MARAC arena risk assessment and safety planning is recorded in the weekly meetings and shared with schools.

When there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (written or electronic) and there is a clear schedule to monitor and measure impact. At all times, the school will be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe. Consideration for [Contextual safeguarding](#) is taken into account as an approach to safeguarding children that responds to their experience of harm beyond the school environment.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be undertaken as required.

Action following a report of sexual violence and/or sexual harassment :

We will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) will be the most appropriate person to advise on the school's initial response. Important considerations will be:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school staff; and
- other related issues and wider context, i.e. contextual safeguarding is discussed in paragraph above

As always when concerned about the welfare of a child, staff will act in the best interests of the child. In all cases, the school will follow general safeguarding principles as set out throughout this policy. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Appendix 2

RELATED POLICES (delete as appropriate)

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Data Protection
- Anti Radicalisation Policy
- Anti-Bullying (including cyber bullying indicators)
- Behaviour
- Use of reasonable force (physical intervention) In CP Policy
- Drugs and Substance Abuse
- Recruitment & Selection in CP Policy
- Whistle-blowing in CP Policy
- Educational visits including overnight stays
- Attendance and Lateness
- E 'Safety, use of images
- Health and Safety, including site security
- Anti Bullying
- First Aid and administration of medicines
- Complaints Policy

Appendix 3

KEY LEGISLATION

This policy has been devised in accordance with the following legislation and guidance:

- Keeping Children Safe in Education September 2018 (DFE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children 2018 (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Medway Safeguarding Children Board Procedures (online)
<http://www.proceduresonline.com/kentandmedway/chapters/contents.html>
- Medway Safeguarding Children Board Training Catalogue (online)
- Disqualification under the Childcare Act 2006 (amended 2018)
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Restrictive Physical Interventions (including restraint) in mainstream schools
- [Behaviour and Discipline in Schools](#) (advice for schools)

- [Children Missing Education](#) (advice for schools)
- Cyberbullying (advice for schools)
- [Equality Act 2010](#) and [Public Sector Equality Duty](#) (advice for schools)
- [Equality Act 2010 Technical Guidance](#) (advice for further and higher education providers)
- [The Equality and Human Rights Commission](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- Children Missing from Education Policy
http://www.proceduresonline.com/kentandmedway/chapters/p_missing_fams.html
- Early Years Statutory Framework
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
- Statutory policies for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf
- School statutory Guidance on what needs to be published on Website
<https://www.gov.uk/government/collections/statutory-guidance-schools>
- NSPCC/TES safeguarding in education tool
<https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>
- Asylum seekers
<https://www.gov.uk/browse/visas-immigration/asylum>
<https://www.gateshead.gov.uk/Education%20and%20Learning/Schools/plans/Education-guidance-for-refugees-and-asylum-seekers.aspx>
- Children's commissioner:
<http://www.childrenscommissioner.gov.uk/publications>
<http://www.childrenscommissioner.gov.uk/search/node>
- [GDPR](#) – Data Protection: toolkit for schools

Appendix 4

REFERENCE TO ADDITIONAL DOCUMENTS REGARDING CHILD PROTECTION AND SAFEGUARDING POLICY

- Children Act 1989 and 2004
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discriminations Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000

Paper versions being replaced on CPOMS.

Confidential safeguarding record form

Information sheet

School: Phoenix Junior Academy

Name of child:

Date of birth:

Any other name by which the child is known		
Address		Telephone numbers
Family members		
Name	Relationship	Address
Other children associated		
Professionals involved		
Name	Agency	Address and phone number

Confidential safeguarding record form

School: Phoenix Junior Academy

Record of concern:

Name of child:

Date of birth:

Name and position of person completing the form: (please print)

Date and time of incident	
Incident	
Names of witnesses and any other information	Action taken
Signature	Date (dd/mm/yy) and time form completed

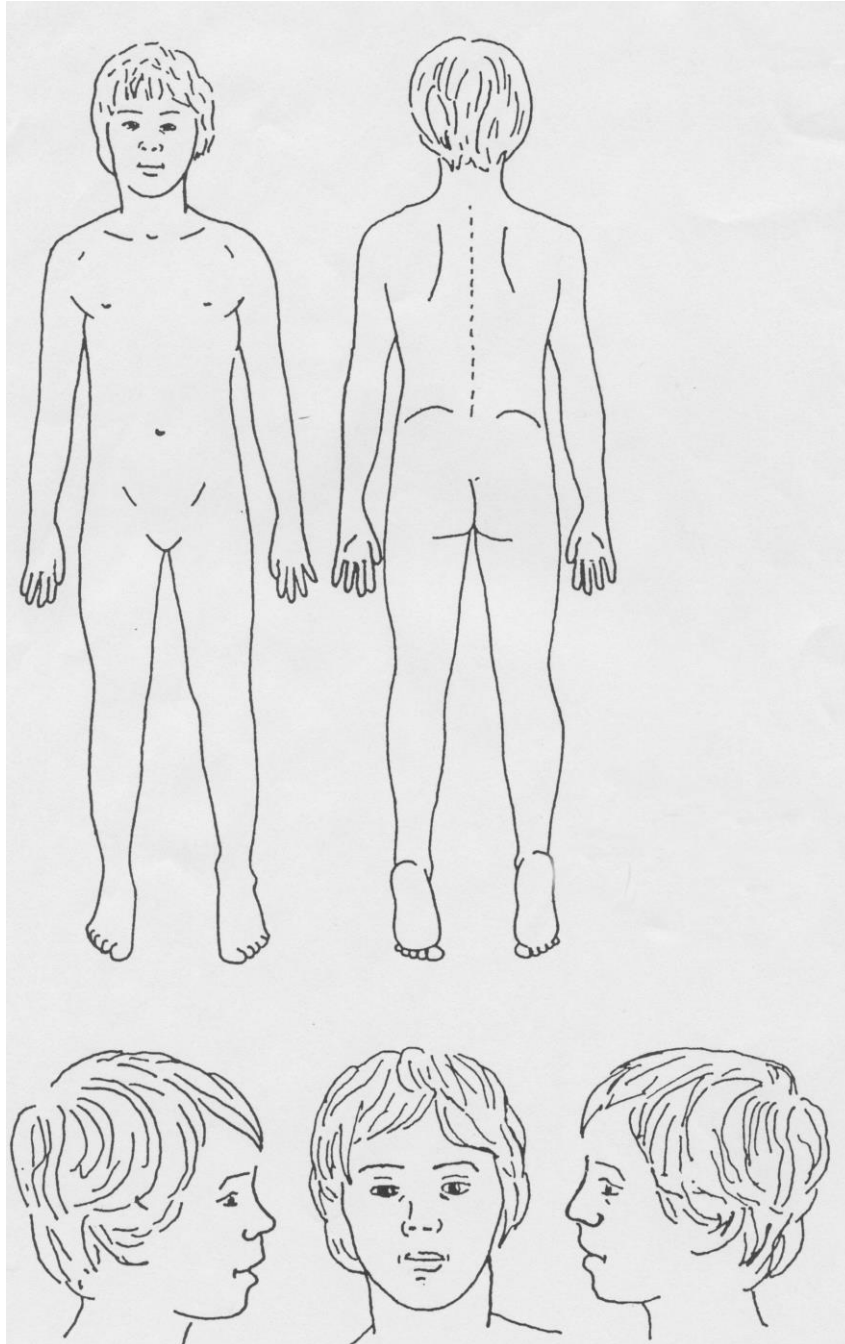
Confidential safeguarding record form

School: Phoenix Junior Academy

Body map: *(to be used in conjunction with a record of concern form).*

Name of child:

Date of birth:



**Phoenix Junior Academy
Positive Handling Plan**

Child's Name:

Class:

SEN, Disability, Vulnerability, Medical or Social Needs:

What are the triggers? What has led to dangerous situations in the past?

What hazards have been seen in the past? Please tick all that apply

Spitting Kicking Punching Biting Slapping Hair Pulling Pushing Pulling Clothing
 Pinching Neck Grabs or Holds Arm Holds Leg Holds Body holds Use of Missiles
 Use of Weapons

Other? Please state:

Likelihood of it happening: Low Medium High

What can be done to prevent or reduce the risk these incidents happening?

Are there any distractions or diversions that would help to stop a situation from escalation or help to de-escalate it? Interests, key words, objects etc.

What de-escalation strategies have worked in the past? What should be avoided? Are there key people who the child may respond to?

Has physical intervention worked in the past? If the answer is yes, what strategies were used? Should any be avoided?

In the past, what calming strategies have been used after the incident? Is there anything that should be avoided?

Who needs to be informed of these incidents?

Parents/Carers Social Worker Educational Psychologist Doctor Hospital

Other: (please state)

People involved in formulating this plan:

Review Date:

Date:

Child's Name:	
Name/s of staff involved:	
Class:	
SEN or Disability:	Name/s of witnesses, (staff or pupils):
Details of other pupils involved. Include any vulnerability due to SEN, disability or social reasons.	
Date:	Time:
Location of incident:	
Description of incident	
Action Taken: (Please include when and how parents were informed and their reaction)	
Signature of staff:	Signature of any witnesses:
Print name:	
Role:	

Please use checklist on reverse before submitting this report

Checklist for writing a Significant Incident/use of force report

Have you included the following if necessary?

- **Any SEN, disability, vulnerability or medical need of the child?**
- **Names and roles of any staff involved**
- **Names and details of any witnesses**
- **Any attempts made by staff to de-escalate the situation**
- **Any warnings given that force may be used**
- **The reasons for recording this incident**
- **Any injury suffered by staff or pupils during the incident**
- **Any first aid and/or medical treatment required as a result of the incident**
- **The name/s of the person/people this form was shared with after the incident, including outside agencies**
- **The action taken after the incident i.e. support and/or disciplinary action**
- **When and how the parents/carers were informed and their reaction.**
- **Name and role of person compiling the report**
- **Name and role of person countersigning the report.**

Prevent Referral form

Referral details

Name:			
Alternative names:			
Date of birth:		Gender:	
Address:			
Nationality:		Ethnicity:	
Language:		Religion:	
Family or carer details:			

Referring agency details

Referral author and contact details			
Agency:			
Date of referral:			

Referral factors

Faith / ideology issues	e.g. concerning comments relating to faith or ideology, association with extremists
Social mobility issues	e.g. Poverty, lack of social activity, isolation, lack of education or employment, immigration issues
Physical or mental issues	e.g. disability, learning difficulties, mental health concerns
Risk or harm factors	e.g. threat posed by family member (i.e. DV issues), victim of hate crime or personal attack

Criminal activity or association	e.g. involved in criminal activity, associating with known criminals
Summary reason for referral	
Outline main reasons for referral	
Existing agency involvement	
Outline any agency involvement already in place (that you are aware of) e.g. Early Help/Preventative Services (CAF), MAPPA, Safeguarding	
Any other relevant information	

When completed please email to channel@kent.pnn.police.uk

Appendix 6

Child protection and safeguarding: COVID-19 addendum

Phoenix Junior Academy



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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Peter Sears	psears@phoenixjuniors.co.uk 01634 829009
Deputy DSL	Claire Beer	cbeer@phoenixjuniors.co.uk 01634 829009
Designated member of senior leadership team if DSL (and deputy) can't be on site	Melissa Ireland	mireland@phoenixjuniors.co.uk 01634 829009
Headteacher	Peter Sears	psears@phoenixjuniors.co.uk 01634 829009
Designated Safeguarding Governor	Andrew Ost	AOST@fortpitt.medway.sch.uk 01634 842359
Local authority designated officer (LADO)	Kate Barry	01634 331065
Chair of governors	Denise Ford	dford@michaelparkes.co.uk 01634 294994

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Medway Council, Medway Health and the Police.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

In the event of a DSL not being in school they will be contactable at psears@phoenixjuniors.co.uk.

We will keep all school staff and volunteers informed via an email rota as to who will be the DSL (or deputy) on any given day.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Peter Sears or Claire Beer. You can contact them by: psears@phoenixjuniors.co.uk or cbeer@phoenixjuniors.co.uk.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- The Deputy DSL will make regular contact via phone to all vulnerable families of children not attending school and report this to the DSL with any concerns.

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding leads; The LA, Health and the Police
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

If a child is at risk of imminent danger or harm concerns will need to be referred by telephone to **First Response 01634 334466 and/or the police**. If it is an emergency the police need to be called on 999.

If there are child protection concerns the role of the school is NOT to investigate but to recognise and refer

Less urgent concerns or requests for support will be referred to Children's social care and Early Help via the Medway online form [\(the portal\)](#)

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by telephone, text or email.
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. These are changed when informed or if we are told.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. This will vary over time and needs will change for individuals and families.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

10. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

A record of all contact over this period with vulnerable children is registered on CPOMS and this will be carried out at least once a week or more regularly if there is a high-level concern.

This contact will be carried out by Claire Beer our Family Liaison Officer. This will be over the phone and in exceptional situations doorstep visits.

These are reviewed weekly.

If we can't make contact, we will contact a family member, the child's social worker or the police

11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

The trust IT Support are available throughout this period to answer any issues surrounding on-line safety.

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

The online systems Class Dojo, Purple Mash, Maths Rockstar's and Reading Bug Club is used to share and upload completed work

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

13.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. e.g. offering counselling over the phone instead of face-to-face.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

14.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

14.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

14.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

15. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

16. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by the Headteacher. At every review, it will be approved by the full governing board.

17. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy

COVID-19 school closure - Contact details

Education Safeguarding Officers (Education Safeguarding Service)

- Kate Barry (Education Safeguarding Officer – Full time (MASH and QA)
 - 01634 331017
 - kate.barry@medway.gov.uk
 - educsafeguarding@medway.gov.uk
- Danielle Mitchell (Education Safeguarding Officer –Fri)
 - 01634 334453
 - danielle.mitchell@medway.gov.uk
 - educsafeguarding@medway.gov.uk
- **Contact details for the LADO:**
 - Telephone: 01634 331065
 - Further information and contact details found: [Advice and resources for professionals](#)
- **Children’s Social Work Services**
 - First Response: 01634 334466 (Monday to Friday from 9am to 5pm)
 - Out of Hours: 03000 419 191
 - No Name Consultation Line 09:30-12:30 provide professionals with advice on safeguarding issues and processes, when feeling uncertain as to whether or not to make a referral, where concerns are held, over a child or young person.
- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
- **Medway Safeguarding Children Partnership (MSCP)**
 - mscp@medway.gov.uk
 - 01634 336 329

Safeguarding Support

Support for staff

- Coronavirus and your wellbeing
<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>
- With more teachers swapping classrooms for front rooms, Oliver Ireland shares five ways to avoid bad home-working habits
<https://www.tes.com/news/5-wellbeing-rules-teachers-working-home>
- Remember, the Education Support Partnership is there for anyone who works in a school.
Education Support Partnership Helpline:
Telephone: 08000 562 561 (24/7)
Text: 07909 341229
Website: <https://www.educationsupport.org.uk/>

Support for Pupils

- **Dave the Dog is worried about coronavirus – Downloadable book**

A book for children about coronavirus that aims to give information without fear.

With everything that is going on at the moment; big changes to children's routines and lots of stories on the news it can be a really scary time for children. This book aims to open up the conversation about coronavirus and some of the things they might be hearing about it and provide truthful information in a reassuring and child friendly manner. Click Here - <https://nursedottybooks.com/dave-the-dog-is-worried-about-coronavirus-2/>

- **Covibook**

Download the book to discuss the range of emotions arising from coronavirus

<https://www.mindheart.co/descargables>

- **E-Bug – Washing your hands:** Use [e-Bug](#) resources to teach pupils about hygiene.

- **The Children's Commissioner Children's Guide to coronavirus**

There have been big changes in our lives because of coronavirus, so The Children's Commissioner have created a children's guide to coronavirus to help explain the situation.

<https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

- **SEND -Coronavirus explainer in Makaton (Ineqe)** - Children with a range of SEND needs may be struggling right now, perhaps through lack of routine or not understanding how things are.

Holly Rankin, is the Special Educational Needs Advisor at Ineqe and in this video explains Coronavirus using Makaton: <https://youtu.be/9OS8vbjr2-Q>

Support for parents/carers

- **Talking to a child worried about Coronavirus**

The NSPCC has created a new webpage with information and advice for parents or carers who are worried a child or young person may be struggling with their mental health or has anxiety about Coronavirus. The webpage includes information on: talking about feelings and worries; keeping in touch and balancing screen time; ways to create structure and routine; and helping to give children a sense of control. Read more information and advice on the links below:

Talking to a child worried about coronavirus (COVID-19)

[NSPCC talking to a child about Coronavirus - Click here](#)

Tips on How to have difficult conversations with children [NSPCC How to have difficult conversations - Click here](#)

- **MIND - Coronavirus and your wellbeing**

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

- **Resources for parents during coronavirus** – Please click on the link below for a list of handy, free online activities and materials to use at home.

<https://www.childrenscommissioner.gov.uk/coronavirus/resources/>

Department for Education coronavirus helpline

The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children's social care. Staff, parents and young people can contact this helpline as follows:

Phone: 0800 046 8687

Opening hours: 8am to 6pm (Monday to Friday), 10am to 4pm (Saturday to Sunday)