



Staplehurst School

Safeguarding Policy (including Child Protection Policy and Designated Safeguarding Lead)

Policy reviewed and ratified at a meeting of the Full Governing Body

Date
26 November 2018

Policy to be next reviewed

Autumn Term 2019

Designated Members of Staff (updated May 2019)

The Designated Safeguarding Lead (DSL) is Lucy Davenport, Headteacher Contact details: Tel 01580 891765 or ldavenport@staplehurst.kent.sch.uk

The DSL is supported by Deputy DSLs:

- Vicky French, Inclusion Manager
- Amanda Stevenson, Deputy Headteacher
- Suzanne Decker, Assistant Head Lower Phase
- Bonny Sullivan, Family Liaison Manager

The Link Governor for Safeguarding is: **Caroline Bennett**, Vice-Chair and Parent Governor

Contact via the Clerk to the Governors clerktogovernors@staplehurst.kent.sch.uk

In her absence these matters will be dealt with by Chris Roome, Chair of the Governors. Contact via the Clerk to the Governors clerktogovernors@staplehurst.kent.sch.uk

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

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



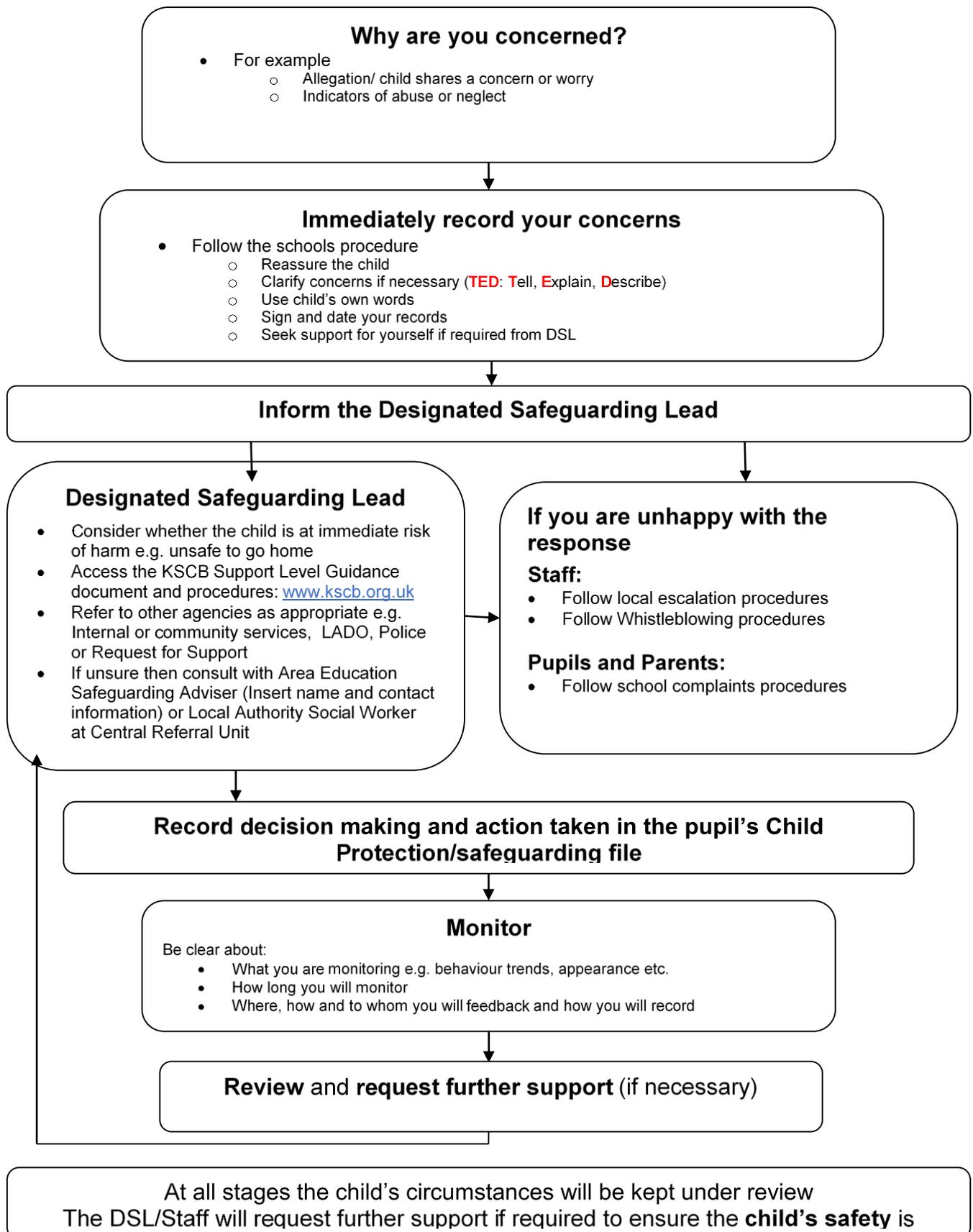
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What to do if you have a welfare concern in Staplehurst School





Introduction and ethos

Staplehurst School (the School) is a community school and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. The School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.

The School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly.

Our school core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
- It is our whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All our staff understand safe professional practice and adhere to our safeguarding policies.

Definition of Safeguarding

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

There are four main elements to our safeguarding policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all Staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and Staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all Staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2018 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Ofsted guidance ‘Inspecting safeguarding in early years, education and skills’ (2016)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Safeguarding Children Procedures (Online)
- Early Years and Foundation Stage Framework 2017 (EYFS)



Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

The School acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children missing education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Domestic violence
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Honour based violence
- Mental health
- Missing children and adults
- Online safety
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse
- Human trafficking and modern slavery
- Youth Produced Sexual Imagery or “Sexting”

(Also see Annex A within KCSIE 2018)

Related safeguarding policies

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the School’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed in Appendix 1.

The School has more detailed policies on more specific safeguarding issues e.g. **Behaviour & Discipline (including anti-bullying), Data Protection, Online Safety, Confidentiality and Spiritual, Moral, Social and Cultural Development which includes promoting British Values**

Roles & Responsibilities

The governing body have read and will follow KCSIE 2018.

The School’s nominated governor for safeguarding is named on the front of this document. The nominated governor will take the lead role in ensuring that the School has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.

The Governing Body and Headteacher will ensure that the DSL is properly supported in this role at a time and resource level.

Designated Member of Staff

The School has appointed a member of the leadership team, as the Designated Safeguarding Lead (DSL). The DSL named on the front cover of this document, has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL’s and any deputy DSL’s training will be updated formally every two years but their knowledge



and skills will be updated through a variety of methods at regular intervals (e.g. KCC newsletters, blogs and alerts), at least annually, to keep up with any developments relevant to their role.

The School has appointed additional staff to deputise for the DSL. The deputies are named on the front cover of this document. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all Staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children - in the case of Looked After Children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the Designated teacher).
- Liaise with other agencies and professionals in line with WTSC 2018
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available during term time (during school hours) for Staff in the School to discuss any safeguarding concerns
- Ensure all Staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018)

Members of staff

All Staff have a responsibility to:

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

The welfare and safety of children are the responsibility of all Staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead.

Children and young people

Children and young people (pupils) have a right to:

- Contribute to the development of school safeguarding policies
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online

Parents and Carers

Parents/carers have a responsibility to:

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



A statement in the School's Home School agreement will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.

Parents can obtain a copy of the School's **Safeguarding Policy** and other related policies on request and can view them via [the School's website](#).

Recognition and categories of abuse

All Staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Staff are made aware that that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

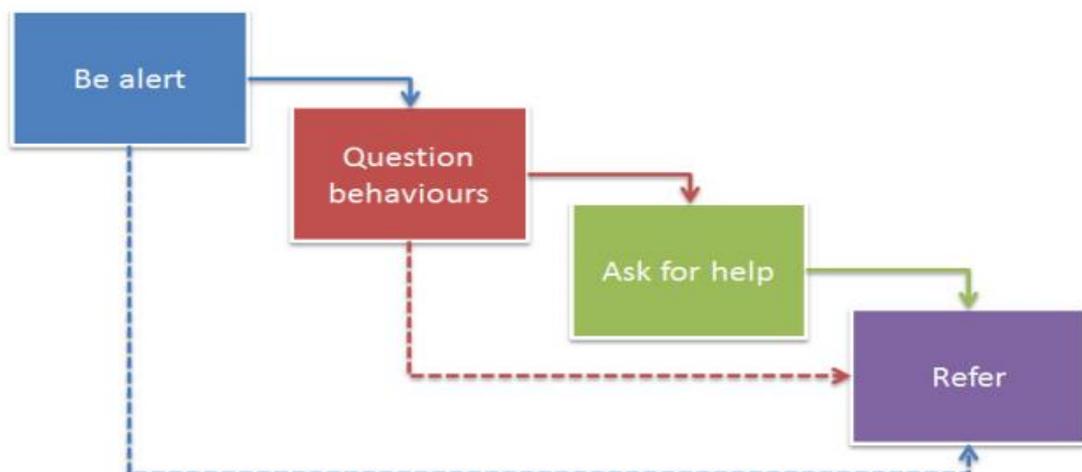
Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

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

Safeguarding and child protection procedures

The School adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

All Staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

The role of the School in situations where there are child protection concerns is NOT to investigate but to recognise and refer.



The DSL may seek advice or guidance from Area Education Safeguarding Adviser from the Education Safeguarding Team before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.

All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.

The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.

All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Team or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.

If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

Record Keeping

Staff must record any welfare concern that they have about a child on a safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must be completed as soon as possible after the incident/event using the child's words and will be signed and dated by the member of staff.

Incident/concern "Green forms" are kept in the staffroom (see Appendix 2).

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

Detailed guidance on Record Keeping is found in a separate document "**Guidelines for Safeguarding Record Keeping in Schools**" – All Staff **WILL** familiarise themselves with the responsibilities outlined in this document.

The Headteacher will be kept informed of any significant issues by the DSL.



Multi-agency Working

The School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018).

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required.

The School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

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

Confidentiality and information sharing

The School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a need to know basis

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

Further advice on responding to disclosures can be found in the School's **Confidentiality policy** and in the DfE's [Guidance on Information Sharing](#) (July 2018)

Complaints

The School has a **Complaints Procedure** available to parents, pupils/students and Staff who wish to report concerns. This can be found in the School Office and on the website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff policy**.

Staff induction, awareness and training

All Staff have been provided with a copy of Part One of the "Keeping Children Safe in Education" (2018) which covers Safeguarding information. School leaders will read the entire document. School leaders and all Staff who work directly with children will access Annex A within Keeping Children Safe in Education 2018. Staff have signed to confirm that they have read and understood Part One and Annex A. This information is kept by the Deputy DSL (V French) with the Safeguarding files in the Inclusion Office.

The DSL will ensure that all new Staff are appropriately inducted as regards the School's internal safeguarding procedures and communication lines detailed in the **Staff Handbook**. A summary information sheet is available to be given to supply teachers and volunteers to support this process (See Appendix 3)

All Staff will receive regular safeguarding and child protection updates, as required, but at least annually.

All Staff will be made aware of the School's expectations regarding safe and professional practice via the **Staff Code of Conduct and Handbook** (which included ICT AUP) which is provided and discussed as part of the induction process.

The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Although the School has a nominated lead for the governing body named at the front of this document, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

Safe working practice

All Staff are required to work within clear guidelines on safe working practice which is referenced in the **School's Code of Conduct**.



Staff should be aware of the school's **Behaviour & Discipline Policy**, and any physical interventions must be in line with agreed policy and procedures.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's **Online Safety and ICT Acceptable Use policies**.

Staff supervision and support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

The School will provide appropriate supervision and support for all Staff to ensure that:

- All Staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff will be supported by the DSL in their safeguarding role.
- All Staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found later in this policy.

The School will ensure that Staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2017.

Safer recruitment

The School is committed to ensure that all steps are taken to recruit Staff who are safe to work with our pupils/students and have their welfare and protection as the highest priority.

The Governing Body and Leadership Team are responsible for ensuring that the School follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.

We are also committed to supporting the [statutory guidance](#) from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

Allegations Against Members of Staff and Volunteers

The School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher then Staff are advised that allegations should be reported directly to the LADO.



All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

For specific guidance on how to respond to allegations against staff, please refer to the School's **Allegations of Abuse Against Staff policy and Whistleblowing policy**. **All staff need to be aware of the School's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.**

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

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

When in doubt – consult

Peer on peer abuse

The School recognises that children are capable of abusing their peers. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedure.

Bullying

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Further information about the schools response to bullying can be found in the **Behaviour & Discipline (including anti-bullying) and Online Safety policies**.

Pupils who have been experienced bullying will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who are alleged to have bullied other pupils will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with School's **Behaviour and Discipline policy**. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate.

Safeguarding children with special educational needs and disabilities

The School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

The School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.



Staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All Staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Online Safety

It is recognised that the use of new technologies presents particular challenges and risks to children and adults both inside and outside of school. The DSL has overall responsibility for Online Safety within the school.

The School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

The DSL and leadership team have read Annex C regarding Online Safety within 'Keeping children safe in education' 2018.

The School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2018 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Detailed information can be found in the **School's Online Safety and ICT Staff Acceptable Use policy** which can be found in the School office, on display in the staffroom and on the website.

The School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

The School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

The School will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the School community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

Curriculum and Staying Safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online. Online safety is integrated into the curriculum.

The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the School premises, the Headteacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused. Please refer to the **School's Lettings Policy** for more details.



Security

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors (which include ex-members of staff) and volunteers coming into school as outlined within the **School's Visitors Policy**. Visitors will be expected to sign in and out via the Reception visitors log and to display a visitors badge whilst on the School site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The School will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the School site.

Searching and Confiscation

The school's policy on Searching and Confiscation is detailed in the **School's Behaviour & Discipline policy**.

Monitoring and Review

All Staff will have access to this policy and sign to the effect that they have read and understood its content. The policy will also be available to parents/carers via the website. The policy forms part of our school development plan and will be reviewed annually.

Local support

All members of staff in Staplehurst School are made aware of local support available

- **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
 - West Kent –Worrall House, 30 Kings Hill Avenue, West Malling, Kent, ME19 4AE
03000 41 22 84
- **Contact details for Online Safety in the Education Safeguarding Team**
 - **Rebecca Avery**, Education Safeguarding Adviser (Online Protection):
 - **Ashley Assiter**, e-Safety Development Officer
 - **03000 415797**
 - esafetyofficer@kent.gov.uk (non-urgent issues only)
- **Contact details for the LADO**
 - **Telephone: 03000 410888**
 - Email: kentchildrenslado@kent.gov.uk
- **Childrens Social Work Services**
 - Central Duty Team: 03000 411111
 - Out of Hours Number: 03000 419191
- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
- **Kent Safeguarding Children Board (KSCB)**
 - kscb@kent.gov.uk
 - 03000 421126

National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk



- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

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

Sexual Abuse and CSE

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

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

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



Appendix 1: School Safeguarding Policies

Policy/Procedure	Statutory
Behaviour & Discipline (including Anti-bullying, Exclusion of Pupils, Use of Physical Restraint and Searching & Confiscation)	■
Safeguarding (including Child Protection Procedures, Recording and Retention of Records and Safer Recruitment)	■
Confidentiality	
Single Central Record (staff vetting)	■
Data Protection & Record Retention policy	■
Educational Visits Policy	
Equality Policy (including Public Sector Equality Duty & Accessibility Plan)	■
Online Safety Policy (including Digital Image and Video Sharing, Distribution & Publication Procedure and Home School Agreement)	
Supporting Pupils with Medical Conditions policy (including first aid and medicines in school)	■
Health & Safety	■
Children in Care	
Allegations of abuse against staff	■
Spiritual, Moral, Social and Cultural policy (including Promoting British Values, PSHE, Drugs, Sex and Relationship Education, RE & Collectible Worship)	■
School Visitors policy	
Special Educational Needs & Disability	■
Staff Handbook	
Whistleblowing	■



Appendix 2: Welfare Incident/Concern Form

'THE GREEN FORM'

Pupil/Child name	Date of birth and Year Group/Class
Name and position of person completing form (please print)	
Date of incident /concern: dd.mm.yy	
Incident / concern (who what where when)* NB If recording bruising/injuries indicate position, colour, size, shape and time on the body map found on the reverse side of The Green Form .	
Any other relevant information (witnesses, immediate action taken)*	
Signature: (name of member of staff) Role:	Date form completed (DD MM YY):
Action taken (including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL)	
Signature of DSL	Date (DD MM YY)
Signature of Lead DSL (if appropriate)	Date (DD MM YY)

*Continue on a separate sheet if necessary



Appendix 3: Child Protection information - Supply Teachers and Classroom Volunteers

Aim

To ensure all Supply Teachers and Classroom Helpers are aware of the school's Safeguarding Policy and the procedures with regards to Child Protection issues at the school. The Headteacher, is the school's Designated Safeguarding Lead (DSL). The Inclusion Manager and Family Liaison Officers are the deputy DSLs. The DSL is responsible for:

- Co-ordinating Child Protection within the school.
- First port of call for concerns
- Ensuring information/evidence gathering, referrals and procedures are followed correctly
- Supporting staff and consulting with relevant parties involved with the pupil
- Liaising with other agencies and professionals
- Setting up and managing child protection plans
- Keeping up to speed with child protection issues and training and ensuring staff training is kept up to date

Procedures

There are 4 categories of abuse that you need to be aware of and how symptoms can be identified:

1. Physical abuse
2. Sexual abuse
3. Emotional abuse
4. Neglect

All staff working in schools need to be aware of and have read Part One of Keeping Children Safe in Education 2018. If you have any concerns about a child due to behaviour, observations or something that the child has disclosed, it is your duty to report it to the DSL to be investigated further and followed through.

If a child makes a disclosure of abuse to you, the following course of action should be followed:

- Allow the child to make the disclosure at their own pace and in their own way
- Avoid interrupting the child, seeking clarity/questioning them or put words into their mouths
- Reassure the child that they have been heard and explain what you will do next and whom you will talk to. Do NOT promise the child you will not tell anyone/keep their secret and reassure the child that any course of action will be for their safety and well being
- Record the conversation as soon as possible on a **green Safeguarding Incident/Concern Form** (kept in the staffroom)
- Pass information onto the DSL ASAP and meet to discuss the course of action

Reminder - You have a duty of care to the pupil and all information is strictly confidential!

Record keeping

Effective monitoring and record keeping is **vital**. Any incident or behavioural change in the child that causes concern should be recorded on the **GREEN (Safeguarding Incident/Concern) Form**. It is important that records are factual and reflect the words used by the child. Do not give your own personal opinion unless you have an evidence base which can be quoted. **Records must be signed and dated** with timings if available. Original records or relevant evidence can be attached to the green form. Information that needs to be recorded should include;

- Child's name and date of birth
- Incidents that have caused concern (date and time)
- A verbatim record of what the child has said
- If recording bruising/injuries indicate position, colour, size, shape and time on a the green form **BODY MAP**
- Action taken

NB: In some cases, the DSL may need to make a referral to other agencies such as the Local Authority Designated Officer (LADO) or Social Services in order to secure the safety and wellbeing of the child.