Safeguarding Policy
September 2021

Coordinator		Lead Governor		
DSL		Mr K Kasaven		
Headteacher	Mr A Moir		**Date**	
Chair of Governing Body	Mr T Wildman		**Date**	

This Policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

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. In addition, all staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education',* DfE (2021).

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

Contents

WHAT TO DO IF YOU HAVE A WELFARE CONCERN AT PARKWOOD PRIMARY

Why are you concerned?

- For example
  - Allegation/ child shares a concern or worry
  - Indicators of abuse or neglect

Immediately record your concerns

- Follow the schools procedure (**CPOMS**)
  - Reassure the child
  - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Use child's own words
  - Sign and date your records

Inform the Designated Safeguarding Lead (**Carmel Park**)

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the MSCP Inter-Agency Threshold Criteria for Children in Need for further guidance.
- If the child **is at imminent risk of harm** a referral will be made to First Response – 01634 334466
- If the child is **NOT** at imminent risk then a referral will be made via **(the portal)**
- If unsure then consult with First Response **'No Name Consultation line'** 9:30 – 12:30 (01634 33 1662) or First Response on 01634 33 4466

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- Follow school complaints procedures

Record decision making and action taken in the pupil's Child Protection/safeguarding file

Monitor - Be clear about:

- What action you have taken at the time of reporting the concerns.
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and **request further support** (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount**

Introduction and Ethos

- **Parkwood Primary** is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. **Parkwood** recognises our statutory responsibility to safeguard and promote the welfare of all children.

- **Parkwood** 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 encourage to talk openly.

- 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. Our school may be the only secure, stable and predictable element in their lives.

Parkwood will endeavour to support the welfare and safety of all students through:

- Ensuring that the child's welfare is of paramount importance.
- Protecting children and young people at our school from maltreatment and exploitation.
- Ensuring that children's mental and physical health or development is not impaired.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- Ensuring that children and young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
- Providing children a balanced curriculum including PSHE (Personal, Social and Health Education); RSE (Relationships and Sex Education) to help students stay safe, recognise when they don't feel safe and identify who they might / can talk to.
- Work with parents to ensure that parents understand the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals.
- As a school we ensure all staff have the knowledge and understanding to embed safeguarding through systems so that safeguarding is a robust element of our school.
- Ensuring all steps are taken to maintain site security and students' physical safety
- The voice of the child is evident in case files and informs schools policy developments.
- Ensuring that the school practises safer recruitment processes in checking the suitability of staff, supply staff, volunteers, visitors/contractors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all our children at our school.

- Working with a commitment to safeguarding/child protection in a multi-agency environment and developing effective and supportive co-operation with other agencies.

- Parkwood Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, **'**Keeping Children Safe in Education**'** 2021(KCSIE) which requires individual schools and colleges to have an effective child protection policy.

- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2021.

2. Policy 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 Keeping Children Safe in Education 2021 (KCSIE)
    - Working Together to Safeguard Children 2018 (WTSC)
    - Ofsted: Education Inspection Framework' 2019
    - 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 2021 (EYFS)
    - The Education Act 2002
    - The Education (Independent School Standards) Regulations 2014
    - The Non-Maintained Special Schools (England) Regulations 2015

- [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.

- **Parkwood Primary** is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2021 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.

3. Definition of Safeguarding

- **'**Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interests** of the child. *(Keeping Children Safe in Education September 2021)*

Safeguarding children is defined in <u>Keeping Children Safe in Education 2021</u> as:

- **protecting children from maltreatment**
- **preventing impairment of children's mental and physical health or development**
- **ensuring that children are growing up in circumstances consistent with the provision of safe and effective care**
- **taking action to enable all children to have the best outcomes (Children includes everyone under the age of 18)**

- **Parkwood Primary** acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
  - Abuse and neglect
  - Bullying, including cyberbullying
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (CCE)
  - Contextual safeguarding (risks outside the family home)
  - County lines and gangs
  - Domestic abuse
  - Drugs and alcohol misuse
  - Fabricated or induced illness
  - Faith abuse
  - Gender based abuse and violence against women and girls
  - Hate
  - Homelessness
  - Human trafficking and modern slavery
  - Mental health
  - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
  - Online safety
  - Peer on peer abuse
  - Preventing radicalisation and extremism
  - Private fostering
  - Relationship abuse
  - Serious Violence
  - Sexual Violence and Sexual Harassment
  - So-Called honour-based abuse including Female Genital Mutilation (FGM) and forced marriage
  - Upskirting

- All relevant policies will be reviewed on an annual basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems.

- The Designated Safeguarding Leads / Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual student situations or identifying features of families as part of their oversight.

- The Designated Safeguarding Leads/ Headteacher will ensure they consider the potential criminal aspects of child protection concerns and seek consultation with the police in addition to following local safeguarding procedures.

4. Key Responsibilities

- The Governing Body and staff have read and will follow Keeping Children Safe in Education 2021.

- The Governing Bodyhas a nominated governor for safeguarding,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 policies are reviewed at least annually and when required.

- The Governing Body, Headteacher and Leadership Team will ensure that the DSL is suitably supported in their role and ensures that the DSL understands they have the responsibility of leading safeguarding and child protection across the school.

- The Governing Body should ensure that the DSL 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 receives appropriate and regular supervision from senior leadership team or external services.

4.1 Designated Safeguarding Lead (DSL)

- The Designated Safeguarding lead will carry out their roles in accordance with Keeping Children Safe in Education 2021.

- The school has appointed **Carmel Park** as the Designated Safeguarding Lead (DSL) they are a member of the leadership team. The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

- The Designated Safeguarding Lead and any deputies will undergo appropriate training to provide them with the knowledge and skills required to carry out their role.

- The DSL 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 (e-bulletins, conferences, local meetings, other training etc.) at regular intervals and **at least annually**, to keep up with any developments relevant to their role.

- The school has appointed additional staff to deputise for the **DSL.** Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate **lead responsibility** for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.

- **It is the role of the DSL to:**
    - Be the main contact point for all school staff to discuss any safeguarding concern.
    - Manage and maintain the confidential paper/electronic case management systems to record cause for concerns on students to ensure the quality of information is accurate, proportionate, and timely, also assessment/referrals are made appropriately.
    - Coordinate safeguarding action for individual children
    - In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority who looks after the child (with the DSL liaising closely with the designated teacher.)
    - To liaise with safeguarding partners, other agencies and staff in line with Working together to Safeguard Children 2018.
  Ensure that Medway referral procedures are followed as necessary (see referral process page 2).

    - Refer cases to the Channel programme where there is a radicalisation concern as required.
    - As required represent and liaise appropriately with other professionals and ensure the school is represented at multi agency safeguarding meetings (including child protection conferences).
    - Ensure all staff has access to and understand this school's child protection policy and procedures especially new, part time and supply staff.
    - Help promote educational outcomes of 'vulnerable' children by sharing information about welfare, safeguarding and child protection issues with teachers and leaders. Have a particular focus on children with social workers.
        – Ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
        – Support teaching staff to identify challenges they may face and the academic support and adjustments that could be made
    - Act as a source of support, advice and expertise for all staff during term time (during school hours) for staff in the school to be able to discuss any safeguarding concerns.

- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff this will assist with any measures the school may put in place to protect them.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within <u>Keeping Children Safe in Education 2021</u>

4.2 Members of Staff

- **All members of staff have a responsibility to:**
  - Provide a safe environment in which children can learn.
  - Maintain an attitude of **'it could happen here'** where safeguarding is concerned and to always act in the best interests of the child
  - Know the names of the DSL team and understand their role
  - Have read and understood part one of <u>Keeping Children Safe in Education 2021</u>
  - Identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
  - 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.
  - Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
  - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
  - All members of staff at **Parkwood** know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaise with relevant professionals such as the DSL and other agencies.
  - In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only.
  - Understand and comply with this policy and understand other safeguarding policies and systems.
  - To undertake regular and appropriate training which is regularly updated.
  - Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime. (this may include accessing the school whistleblowing policy)

4.3 Children and Young People

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

  - Contribute to the development of school safeguarding policies.
  - Seek help from a trusted adult and feel listened to.
  - Report abuse confidently knowing concerns will be taken seriously and that they will be listened to and effective action will be taken.
  - Learn how to keep themselves safe by recognising when they are themselves at risk and how to get help when they need it, including online.

4.4 Parents and Carers

- **Parents/carers have a responsibility to:**
    - Work in partnership with the school to safeguard and promote the welfare of child/ren and understand **Parkwood's** statutory responsibilities in this area.
    - Read and adhere to 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.
    - Seek help and support from the school, or other appropriate agencies.

- 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/ren.

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

5. Recognition and Types of Abuse and Neglect

- As a school we are aware that abuse, neglect and safeguarding issues are rarely individual events that can be covered by one definition or label. In most cases multiple issues will overlap with one another for further guidance: Responding to Abuse and Neglect

- Staff working with children are advised to maintain an attitude of '**it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

- Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the Designated Safeguarding Lead (or a deputy).

- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
    - **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.
    - **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

- **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.
- **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.

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to _Part 1 Keeping Children Safe in Education 2021_ and _What to do if you are worried a child is being abused 2018._

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

- All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. **Extra-familial harms** take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. **Further information on Contextual safeguarding can be found in Appendix 4 of this document.**

- 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 behaviours 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.

6. Specific Safeguarding Issues

- **Parkwood** is aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context.

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sharing nudes or semi-nude images(also known as youth produced sexual imagery) put children in danger. The categories/issues that follow are by no means an exhaustive list but gives an indication of the current themes in safeguarding and protecting children.

6.1   Peer on Peer / Child on Child

- **Parkwood** recognises that children are capable of abusing other children. This referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

- **Parkwood** will not tolerate, dismiss or minimize any harmful behaviours in school and will take swift action to intervene when this occurs. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and in accordance with the Medway Safeguarding Children's partnership procedures.

- **Parkwood** believes that abuse is abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

- The school will follow the guidance Sexual violence and sexual harassment between children in schools and colleges 2018 and Keeping Children Safe in Education 2021

- The school will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Schools and Colleges" guidance.

- Further information in relation to the schools approach to "sexting" can be found in the school Online Safety Policy.

- The school will take steps to ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and minimise the risk of all forms of peer on peer abuse. We will also ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).

Nude and/or Semi-Nude Image Sharing by Children

- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people' (Updated December 2020)

- The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

- When made aware of concerns involving nude or semi-nude image taking/sharing involving children, staff are advised to:

- o Report any concerns involving nude or semi-nude image sharing involving children to the DSL immediately.
- o Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident (e.g., if a child has shown it to them), this will be immediately reported to the DSL.
- o Not delete the imagery or ask the young person to delete it.
- o Not say or do anything to blame or shame any children involved.
- o Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- o Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

- **Parkwood** recognises that nude and semi-nude image sharing (also known as youth produced/involved sexual imagery or "sexting") is a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

  - o the DSL will hold an initial review meeting with appropriate staff and will speak with the children involved if appropriate.
  - o parents and carers will be informed at an early stage and involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
  - o a referral will be made to ICS and/or the police immediately if:
    - the incident involves an adult (over 18).
    - there is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, age of SEND).
    - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
    - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- All decisions will be recorded in line with our child protection procedures and will be based on the consideration of the best interests of any child involved. The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

- If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

6.2 Mental Health

- **Parkwood** will ensure that all staff have an awareness of mental health problems and be aware in some cases, that it can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACES), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of

how these children's experiences, can impact on their mental health, behaviour and education.

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are '**well placed'** to identify behaviour suggestive of a mental health problem or being at risk of developing one.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

6.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- **Parkwood** recognises both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. https://www.medwayscp.org.uk/mscb/info/4/advice-resources-professionals/19/child-sexual-exploitation

- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator

- The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. **More information including definitions and indicators are included in Annex A in <u>Keeping Children safe in Education 2021.</u>**

- Sexual exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour. Knowing the signs can help protect children and help them when they've no one else to turn to. To support in identifying the signs of child sexual exploitation please refer to the <u>CSE – Toolkit Kent and Medway</u> and <u>the MSCP Risk Assessment tool for sexually active young people.</u>

Criminal exploitation of young and vulnerable people is a common feature in the facilitation of county lines drugs supply, whether for the storage or supply of drugs, the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace this is commonly referred to as cuckooing. Cuckooing is a term used to describe a **form of crime in which drug dealers take over the home of a vulnerable person** in order to use it as a base for storing or dealing

drugs.*(UK government definition -* ***Criminal Exploitation of children and vulnerable adults: County Lines guidance 2020***

Child trafficking

Child trafficking and modern slavery is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another and may even be returned the same day. Movement counts as trafficking. For further information on child trafficking see the NSPCC website

The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support. Use the National Referral Mechanism (NRM) form for referring potential victims of trafficking and modern slavery.

If the potential victim is under 18, or may be under 18, an NRM referral must be made. Child victims do not have to consent to be referred into the NRM and must first be safeguarded and then referred into the NRM process.

- ▪ Through this portal you can report **Perpetrators** of child exploitation, **Places and Spaces** where Child Exploitation is suspected of taking place and **vehicles** believed to be connected to be exploiting children. Please use the link to - Report an Exploitation Concern Online.

This is for Child Exploitation specifically. But for general vulnerability concerns, they still need to be reported directly to the police in the usual way (101 or 999).

Please note, this portal is also not suitable for reporting crime as is not monitored 24/7.

- • Should we have reason to believe a student has become involved in this activity we will make referrals to First Response in Children's Social Care and the police.

6.4 Serious Violence

- • All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

- • All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

6.5   Children Missing Education (CME)

- All staff should be aware that children going missing, **particularly repeatedly**, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

- Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

- **Parkwood** recognises that, when a child is not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

- Staff should be aware of their school's unauthorised absence and children missing from education procedures**.**

6.6   Domestic Abuse

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- Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

- **Parkwood** recognises that Domestic abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional abuse.

- In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

- Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: Medway Domestic Abuse Service and http://www.safelives.org.uk

- **Parkwood** recognises Operation Encompass importance in connecting the police with schools to ensure better outcomes for children who are subject or witness to police attended incidents of domestic abuse.

- All staff know what Operation Encompass is and there is a clear process for managing notifications in school (including cover if a named individual is absent).

6.7   So-called 'honour-based' abuse

- So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.
- All staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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

Female Genital Mutilation (FGM):

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

- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty** upon **teachers,** along with other professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students.

- The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty FGM Fact Sheet

- Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's Designated Safeguarding Lead (or deputy) and involve children's social care as appropriate.

- If you have identified someone who has undergone or is at risk of FGM please refer to Kent and Medway procedures and follow the flowchart on page 16 which will provide you with appropriate advice and guidance dependent on the incident.

Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales. Forced marriages occur when either or both participants have been pressured into

entering matrimony, without giving their free consent. It's not the same as an arranged marriage, which may have been set up by a relative or friend, and has been willingly agreed to by the couple.

- **Parkwood** recognise that some communities use religion and culture as a way to coerce a person into marriage. Sometimes violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

Breast Ironing

- Breast flattening is a form of child abuse. See the CPS legal guidance on Child Abuse

- Breast Ironing is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education

- There are potentially significant physical and psychological consequences and risks related to this practice. Breast flattening is a form of child abuse. Therefore professionals must follow their Local Safeguarding Children's Procedures.

6.8 Preventing radicalisation

- The Counter Terrorism and Security Act 2015 placed a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work in promoting life in modern Britain and promoting Fundamental British Values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) through the curriculum and pastoral programs underpins this strategy.

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

- The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

- Every member of staff at **Parkwood** recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

- All staff and governors should complete the Prevent online Awareness training package developed by the Home Office which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.

- Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

- An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

7 Safeguarding and Child Protection

- **Parkwood** adheres to the MSCP Safeguarding Children Procedures. The full MSCP procedures and additional guidance relating to specific safeguarding issues can be found on the MSCP website https://www.medwayscp.org.uk/mscb/

- If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 2 for a flow chart setting out the process for staff when they have concerns about a child.

- 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)**

- Once staff have spoken to the DSL the options the DSL will take will then include:
    - managing any support for the child internally via the school's own pastoral support processes;
    - an Early Help Assessment or
    - Make a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.
    - All information and actions taken including the reasons for any decision/actions made, will be fully documented on a child's record.

- 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.

- Wherever possible the school will share safeguarding concerns, or the intention to refer a child to Children's social care, with parents or carers. **However staff will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation.** On occasions it may be necessary to consult with First Response and/ or the police for advice on when to share information with parents/carers.

- If the DSL is not available to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the consultation from the **'No Name' consultation line in First Response (9:30-12:30) on 01634 33 1662.** If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

- 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 a re-referral.

- If there are concerns regarding the decision making for a child by any agency then the MSCP escalation procedures can be used to explore the concerns and consider agency practice and action.

- 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.

- Parkwood is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse. All staff know what Operation Encompass is and there is a clear process for managing notifications in school (including cover if a named individual is absent).

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- The DSL will keep all Early Help cases under constant review and consideration will be given to a request for support to the First Response if the situation does not appear to be improving or is getting worse.

- **The child's wishes**
  - Where there is a safeguarding concern, Governing Bodies, proprietors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
  - Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best**

interests of the child at their heart. **However this should not prevent safeguarding action being taken, for the child or children involved.**

8   Record Keeping

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern about a child or children within our school and when these records should be shared with other agencies.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead (or deputy).

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

- 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.

- The DSL will keep the Headteacher informed of any significant issues.

8.1 Incident/Welfare concern

All staff are trained in using CPOMs and every incident or concern about a child is recorded on the system. The DSL ensures that all concerns are actioned and where necessary the correct agency is informed.

8.2 Child protection file

- Where children leave the school or college the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a 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

- If a child is subject to a child protection plan or there are other ongoing concerns at the time of transfer, then it is strongly recommended that the transferring DSL arrange to meet with the receiving DSL in person to ensure there is effective transition and handover of information.

- Child protection files should always be kept by the current education setting which the child attends. Transferring settings do not need to keep copies of child protection files, but if there is reason to they do they must be kept in accordance with data retention (see section 7). In cases where there may be ongoing involvement from transferring settings, for example if any siblings still attend your setting, DSLs may wish to take copies of chronologies etc.

9   Multi-agency Working

- **Parkwood** identifies that they have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements. See https://www.medway.gov.uk/mscb/ for further information.

- **Parkwood** recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavor to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

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

- **Parkwood** 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 School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

- Parkwood Primary identifies the importance of a good working relationship between agencies but sometimes there may be a difference of professional views.

The safety of children is the priority consideration in any professional disagreement.

- MSCP have an Escalation Policy which gives you clear routes to escalate concerns so agencies can agree a way forward.

Professionals should use the Escalation Policy if they have concerns about decisions made by other professionals or agencies that may be getting in the way of keeping a child safe.

10 Confidentiality and Information Sharing

- **Parkwood** expect all staff to treat information they receive about a children and young people in a discreet and confidential manner. Confidential information should never be used casually in conversation or shared with any person other than 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

- The Data Protection Act 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.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. In accordance with statuary requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral and subsequent investigation by the appropriate authorities.

11 Complaints

- Parkwood has a complaints procedures. As a school we encourage children and families to raise with us complaints, concerns or comments and have a robust internal investigation process.

- The complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through Ofsted or Education Skills Funding Agency (ESFA).

- Safeguarding concerns should be raised with school immediately. If a concern or a child is at immediate risk then the individual needs to contact First Response 01634 334466 or the police on 101. All visitors are given a safeguarding leaflet that outlines how to share concerns and also code of conduct expected by visitors/contractors.

- All reported concerns will be taken seriously and considered within the relevant and appropriate policy and process.
-

12 Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2021) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within 1. **Members of staff have signed to confirm that they have read and understood Part One and Annex A**.

- The DSL will ensure that all new staff and volunteers (including temporary/supply staff) are aware of the school's internal safeguarding processes.

- All staff members (including temporary/supply staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.

- All staff should undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.

- All members of staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

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

- **Parkwood** has a nominated lead for the Governing Body **(Kevin Kasaven)**, all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13 Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

- Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedures.

- A list of staff that 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-line with guidance.

- 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, for how long. Doors, ideally, should have a clear glass panel in them and be left open.

- 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 practice for those working with children and young people in education settings May 2019 (Safer Recruitment consortium). 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.

- Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in the school's **Online Safety Policy and Acceptable Use Policy.**

14 Staff Supervision and Support

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

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

- The school will provide appropriate supervision and support for all members of staff to ensure that:
    - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
    - All staff will be supported by the DSL in their safeguarding role.
    - All members of staff have regular reviews of their own practice to ensure they improve over time.

- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

15 Safer Recruitment

- **Parkwood** values the importance of developing a safe culture and is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

- **Parkwood** will use the recruitment and selection process to deter, identify and reject unsuitable candidates. We will ensure that detailed checks are carried out and evidence is provided e.g. criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information this will aid the school in making a decision about the suitability of the prospective employee.

- The Governing Body will ensure that at least one of the persons who conducts an interview has completed 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 (2021).

- Safer recruitment procedures will include the requirement for appropriate checks in line with national guidance (see: Safeguarding Children and Safer Recruitment)

- 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.

16 Allegations Against Members of Staff and Volunteers

- **Parkwood** recognises that 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.

- 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.

- **Parkwood** understands the duty to refer to the LADO where it is alleged that anyone working in the school has:

  – behaved in a way that has harmed a child, or may have harmed a child;
  – possibly committed a criminal offence against or related to a child;
  – behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

– behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers/supply staff/visitors) posing a risk of harm to children, then:
  - Allegations should be referred immediately to the Head Teacher 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. Please refer to the Medway <u>LADO Leaflet</u> if you need further information.

  - In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.

  - 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.**

  - The Headteacher or Chair of Governors will seek advice from the LADO within 24 hours of the alleged incident. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO.

- **Parkwood** has a legal duty to refer to the <u>Disclosure and Barring</u> Service 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 HR.

16.1 Whistleblowing Procedure

- All members of staff are made 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.

- Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
  - General guidance on whistleblowing can be found via: <u>Advice on Whistleblowing.</u>
  - Staff can also access the <u>NSPCC whistleblowing helpline</u> 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: <u>help@nspcc.org.uk</u>

17 Safeguarding Children with Special Educational Needs and Disabilities

- **Parkwood** understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These children may have an impaired capacity to resist or avoid abuse.

- All staff will ensure that children with SEN and disabilities will be able to overcome the barriers that exist for this group of children and specifically ensure that those with communication difficulties will be supported to make sure that their voice is listened to and acted upon.

- It is important that all staff are aware that children with SEN and disabilities may not always outwardly display indicators of abuse and that some children can be disproportionally impacted by things like bullying without outwardly showing signs.

- All members of staff are encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not make an assumption that they are related to the child's disability.

18 Online Safety

- It is recognised by **Parkwood** that the use of technology presents challenges and risks to children and adults both inside and outside of **Parkwood School**

- The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

- Parkwood will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.

- The DSL and leadership team have read annex D regarding Online Safety within 'Keeping Children Safe in Education' 2021.

- **Parkwood** identifies the breadth of issues within online safety can be considerable, but they 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.
- **Commerce –** being exposed to online gambling, inappropriate advertising, phishing and or financial scams.

- **Parkwood** recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2021 and has appropriate policies in place that are shared and understood by all members of the school community.

- **Parkwood** uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, intranet and email systems.
  - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place
  -
- All members of staff have access to appropriate, regular and up-to-date online safety information as part of their safeguarding training.

- **Parkwood** will ensure that when pupils and staff access the school systems and internet provision appropriate filters and monitoring systems are in place.

- Filtering and monitoring are an important part of school's online safety responsibilities, it is only one part of our approach to online safety. Pupils 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.

- Parkwood recognises that many pupils and parents will have unlimited and unrestricted access to the internet via 3G and 4G in particular this is external to the school's control such as mobile phones and other internet enabled devices. Where concerns are identified appropriate action will be taken.

- **Parkwood** will ensure a comprehensive whole school curriculum is developed and in place to enable and equip all pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world and manage the risks effectively. **DSLs and SLT may find it helpful to access UK Council for Internet Safety (UKCIS) '_Education for a Connected World Framework_' and DfE '_Teaching online safety in school'_ guidance.**.

- The school will also support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
  - Internal sanctions and/or support will be implemented as appropriate.

  o Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Where children are asked to learn online at home in response to a full or partial closure:

- ***Parkwood*** *will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.*
- *All communication with learners and parents/carers will take place using* ***Parkwood*** *provided or approved communication channels; for example, provided email accounts and agreed systems*
  - o *Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.*
- *Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our Code of Conduct and acceptable use policies.*
- *Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.*
- *When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy.*
- *Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access.* ***Parkwood*** *will continue to be clear who from the their child is going to be interacting with online.*
- *Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.*

Additional guidance for DSLs and SLT regarding remote learning is available at DfE:
[***Safeguarding and remote education during coronavirus (COVID-19)***](#)

19 Curriculum and Staying Safe

- <u>Working Together to Safeguard Children (2018)</u> states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

- Schools play a pivotal and 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 uses the PSHE and RSE curriculum to increase self-esteem, self-awareness and social and emotional understanding, assertiveness and decision making this ensures that our pupils have a range of strategies to ensure their own protection and that they are able to also protect others. Online safety is also integrated in-to the curriculum

- The school ensures that teachers that teach the PSHE curriculum have been trained and equipped to deliver high quality PSHE education in a safe way. For further information and training on Medway PSHE programs please follow the link: School PSHE programmes

- Children feel they are able to talk to a range of staff when they feel they are worried and can feedback about their school experience. Children at **Parkwood** will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

20 Other systems that exist outside of expected day to day classroom interaction and support include: **Time to talk, emotional first aid, counselling, Hive support, pastoral support.**

21 The Use of School Premises by Other Organisations

- Services or activities provided separately by another organisation from time to time may seek to use the school premises. The Headteacher or Governing Body will seek written assurance that the organisations concerned have suitable policies and procedures in place with regard to safeguarding children and that relevant safeguarding checks have been made for all staff and volunteers. Without this assurance then an application to use the premises will be refused

22 Security

- **Parkwood** has a responsibility to provide 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 staff and people on the site have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

- Visitors and volunteers 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. School has a clear system of ensuring visitors are to be accompanied/supervised by regulated staff member. Any individual on site who is not known or identifiable by a visitor's pass may be challenged by any staff member for clarification and reassurance.

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

23 Monitoring and Review

- All school staff (including temporary/supply staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/guardians.

- This policy has been written in (September 2021) to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

- All staff should have access to this policy and sign to the effect that they have read and understood its contents. The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

- The policy forms part of our school development plan and will be reviewed annually.

24 Local Support

- All members of Staff in **Parkwood** are made aware of local support available.

If a child may be at risk of **imminent harm** you should call **Children's Services First Response Team on 01634 334466** and/or the **Police on 999**

- **Contact details for Education Safeguarding Officers (Education Safeguarding Service)**

    o Kate Barry (Education Safeguarding Officer –Maternity Leave October 2021)
    o 01634 331017
    o kate.barry@medway.gov.uk
    o educsafeguarding@medway.gov.uk
    o Maisie Adkins (Interim Operational LADO and Education Safeguarding Manager)
    o 01634 331065
    o maisie.adkins@medway.gov.uk
    o educsafeguarding@medway.gov.uk

- **Education Lead in MASH**
- Ben Beer
- 01634 334525
- Benjamin.beer@medway.gov.uk
- educsafeguarding@medway.gov.uk

- **Contact details for the LADO:**
  - Telephone: 01634 331065
  - Further information and contact details found: <u>Advice and resources for professionals</u>

- **Children's Social Work Services**
  - First Response: 01634 334466 (Monday to Friday from 9am to 5pm)
  - Out of Hours: 03000 419 191
- **Kent Police**
  - 101 (or 999 if there is an immediate risk of harm)
- **Medway Safeguarding Children Partnership (MSCP)**
  - <u>mscp@medway.gov.uk</u>
  - 01634 336 329

25 National Support

Support for staff

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

Support for Pupils

- NSPCC: <u>www.nspcc.org.uk</u>
- ChildLine: <u>www.childline.org.uk</u>
- Papyrus: <u>www.papyrus-uk.org</u>
- Young Minds: <u>www.youngminds.org.uk</u>
- The Mix: <u>www.themix.org.uk</u>

Support for adults

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

APPENDIX 1

Definitions of Forms of Abuse/Specific Safeguarding Issues

Definitions of Forms of Abuse

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

- **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.

  Please click on the hyper link for further information, advice and guidance: NSPCC Physical Abuse

- **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.

  Please click on the hyper link for further information, advice and guidance: NSPCC Emotional Abuse

- **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.

Please click on the hyper link for further information, advice and guidance: NSPCC Sexual Abuse

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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.

Please click on the hyper link for further information, advice and guidance: NSPCC Neglect

Specific Safeguarding Issues

Please see below links to information and guidance about specific safeguarding issues. You will find further information in Annex A: Keeping Children Safe in Education 202

Mental Health

- The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools.

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

- Mind https://www.mind.org.uk/
- Young Minds https://youngminds.org.uk/
- Papyrus - https://papyrus-uk.org/ Prevention of Suicide
- NSPCC https://learning.nspcc.org.uk/child-health-development/child-mental-health
- Every mind matters https://www.nhs.uk/oneyou/

The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the Link Programme. Training for senior mental health leads, will be available to all state-funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health

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.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence (FGM and Breast Ironing)

- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage
- Information and resources https://www.gov.uk/government/collections/female-genital-mutilation
- Multi agency guidance https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
- National FGM Centre http://nationalfgmcentre.org.uk/fgm/

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

Drugs

- Drugs advice for Schools: Gov.uk Drugs advice for schools
- Talk to Frank https://www.talktofrank.com/

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 2

Related Safeguarding Policies

This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below: (to be read and followed alongside this document).

- o Behaviour Management including Anti-Bullying
- o Use of Physical Intervention
- o Online Safety and Social Media
- o Data Protection and Information Sharing
- o Image Use
- o Sex & Relationship Education
- o Personal and Intimate Care
- o Health and Safety
- o Attendance
- o Risk Assessments (e.g. school trips, use of technology)
- o First Aid and Accidents
- o Managing Allegations Against Staff
- o Staff Behaviour Policy (including Acceptable Use of Technology)
- o Safer Recruitment
- o Whistleblowing

APPENDIX 3

Procedure for dealing with disclosures (the 6 R's – what to do if)

1. Receive:
- Listen to what is being said without displaying shock or disbelief you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.
- Accept what is being said without judgement.
- Take it seriously.

2. Reassure:
- Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now".
- Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.
- Tell the child that you will need to tell some people, but only those whose job it is to protect children.
- Acknowledge how difficult it must have been to talk and reassure them they have done the right thing.

3. React:
- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she….?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell explain describe
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record:
- Make some very brief notes at the time and put them on CPOMS in detail as soon as possible.
- Do not destroy your original notes
- Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used by the child
- Record statements and observable things, not your interpretations or assumptions – keep it factual.

5. Remember:
- Contact the designated member of staff
- The designated teacher may be required to make appropriate records available to other agencies

6. Relax
- Get some support for yourself

APPENDIX 4
Extra Familial Harm - Contextual safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighborhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.Contextual Safeguarding can be simply illustrated as:
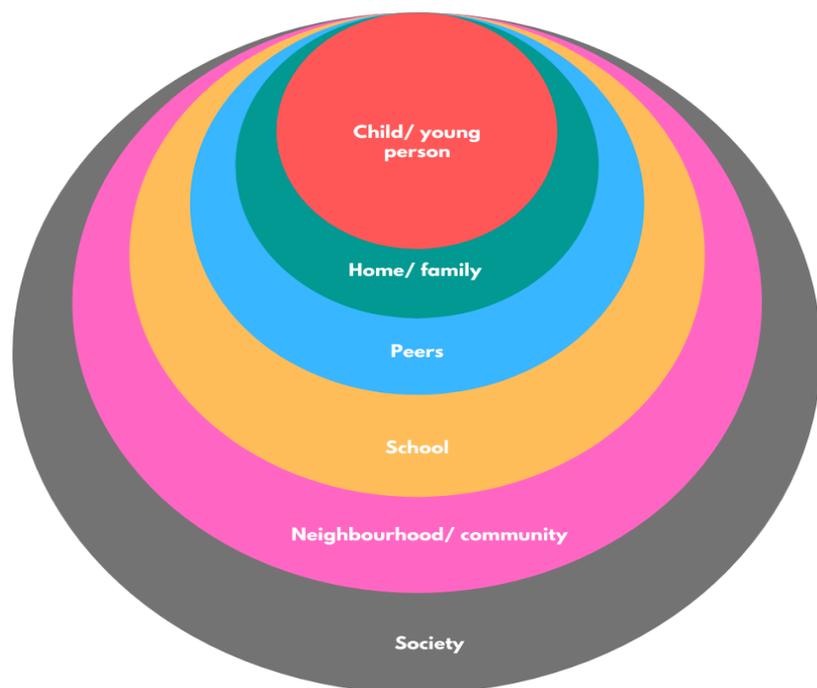
Contextual Safeguarding – Areas of Risk

Contextual Safeguarding is applicable to a wide range of risks which can potentially cause significant harm to children and young people where the prime cause of harm is outside of the family. This list isn't exhaustive but includes:

■peer on peer and relationship abuse
■criminal/ sexual exploitation/ online abuse
■missing episodes
■risks associated with gangs
■risks associated with radicalisation
■safeguarding risks in public spaces
■trafficking and modern slavery

Importance of Context:

As children move from early childhood and into adolescence they spend increasing amounts of time socialising independently of their families. During this time the nature of young people's schools and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Evidence shows that, for example: from robbery on public transport, sexual violence in parks and gang- related violence on streets, through to online bullying and harassment from school-based peers and abuse within their intimate relationships, young people encounter significant harm in a range of settings beyond their families.

'Safeguarding is everyone's responsibility' is often interpreted as making referrals and sharing information' We need to think about taking it further and not only think about the individuals but also the context in which the harm occurs. Always consider the environment as well as the individual.

What is the context?

TED Talk Contextual Safeguarding: Re-writing the rules of child protection

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

This advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Contact with police should ideally be made by a single point of contact from the school. This may be the Headteacher or the designated safeguarding lead to ensure all the relevant information is shared and improve consistency of referrals.

When an incident occurs in which a crime has or may have been committed, the school or college need to consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school or college behaviour policy will give guidance on how to deal with and record such incidents. In making a decision to involve the police it is important that the school or college ensure a balance is struck between the needs of the students involved and the needs of other students and the wider school or college community.

The victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances in a young person's life that are contributing factors to an incident and it is important that they are taken into consideration. The seriousness of the incident will be a judgement call for the school or college. In making this decision the level of harm and the circumstances leading to the incident would need to be carefully considered.

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the school or college should cease their own investigation, having asked only enough questions to establish the basic facts of the incident. Every effort should be made by the school or college to preserve any relevant evidence.