

St Michael's Prep School
(Including EYFS)

Safeguarding Policy
Including Child Protection



Updated: January 2017
DSLs: G Baird (Prep)
Z. Leech (Pre-Prep)

Next Update: July 2017



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**1. School Policies on Related Safeguarding Issues
(to be read and followed alongside this document)**

- e-Safety Policy
- Behaviour Management Policy
- Safe Restraint Policy
- Procedures for Managing Allegations Against Staff including the Headteacher and volunteers
- Health and Safety Policy
- Staff Induction Policy and Staff Code of Conduct
- Anti-Bullying Policy and Procedures

- Policy on the Using of Images of Children
- Acceptable Use of ICT policy for Cameras, Mobile Devices and Social Networking by Staff including in the Early Years
- Safer Recruitment Policy
- Whistleblowing Policy
- Intimate Care Policy
- Risk Assessment policy
- Supervision policy
- First Aid Policy and Accident Procedure

Definition

Safeguarding and Promoting the welfare of children is defined as:

Protecting Children from maltreatment

Preventing impairment of children’s health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes.

These documents can be found in whole school policies T:\Whole School\Policies

2. CONTACT DETAILS FOR CHILDREN’S SAFEGUARD TEAM/KEY INFORMATION: See appendix 1

School:	St Michael’s Prep School
Headteacher	Mrs Jill Aisher
DSL/EY DSL	Mr Gordon Baird (Senior Teacher - Prep) / Mrs Z Leech (Head of Pre-prep) Deputies J Aisher (Prep) R.Jeffery (Pre-Prep)
CP Governor	Child protection A governor has responsibility for Child Protection and liaises regularly with the school’s Child Protection Officers and supports the school with advice and guidance as situation demand. The governor receives Child Protection training. The current postholder is : Alexander Smith
LADO contacts information:	http://www.kscb.org.uk/professionals/education.aspx
LEA (Area Safeguarding Adviser)	Mrs H Windiate 01732 525035 helen.windiate@kent.gov.uk
LADO (Local Authority Designated Officer)	The LADO manages allegations against staff Group Number for LADOs 03000 410 888
EY Area Officer	Claire Ray 01732 525381 claire.ray@kent.gov.uk
Most recent CP Training event	Whole school Radicalisation and Prevent Training 10/11/2015
Designated Person training	G Baird (due for renewal April 2018) Z Leech (due for renewal June 2017)
CP Training Planned	Any new staff appointed gets Level 1 training as part of their induction. Updates are provided at Briefings Whole staff training in the area of child protection including an overview of the Framework for Assessment is planned for 6 th Sept 2016.
POLICY REVIEW DUE	January 2017

3. INTRODUCTION AND ETHOS

The Governing body and staff of St Michael's Prep School take seriously our responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of all children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance along with the disqualification from childcare act (2006). This includes the DfE guidance Safeguarding Children and Safer Recruitment in Education (2007), the guidance on Behaviour and Discipline in Schools (Jan 2016) the Framework for the Assessment of Children in Need and their Families and Working Together to Safeguard Children (a guide to inter-agency working) Mar 2015 (WTSC) and Keeping Children Safe in Education (September 2016) (KCSIE) and the Prevent Strategy August 2015

The Designated Safeguarding Lead (DSL) who has overall responsibility for child protection practice in school is **Gordon Baird (Senior Teacher)**.

The designated person responsible for Early Years is **Zerrin Leech (Head of Pre-Prep)**

They have been fully trained for the demands of this role in child protection and inter-agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years and maintain close links with the Kent Safeguarding Children Board. **In the absence of either of these two designated staff members the alternative person is shown below.**

Prep School- Headteacher – J Aisher

Pre-Prep – Deputy Headteacher – Rachel Jeffery

The school's records on child protection are kept locked in the DSL's office, and are separated from routine pupil records. Access is restricted to the DSL and the Headteachers.

3a. Looked After Children

Through our bursary scheme, it would be possible to welcome a Looked After Child. At the recruitment stage the DSL would also be involved in supporting transition into the school. The DSL will refer to the Statutory Guidance **Promoting the Education of Looked After Children**

As part of the ethos of the school we are committed to:

- Maintaining children's welfare and the child's best interests as our paramount concern
- Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
- Providing suitable support and guidance so that students have a range of appropriate adults who they feel confident to approach if they are in difficulties
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Providing advice and support in referrals to outside agencies
- 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

- Monitoring children (including children in EYFS) and young people who have been identified as “in need” including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies
- Ensuring all steps are taken to maintain site security and student’s physical safety
- Ensuring appropriate levels of care are taken for students with additional needs
- Enabling a trainee counsellor to be in post at school

4. ROLES AND RESPONSIBILITIES

4a. THE GOVERNING BODY

Is responsible for making sure that there is an effective Safeguarding Policy in place and that it is implemented. It is the role of the governing body to ensure that the school meets its statutory duties with regard to safeguarding including preventing radicalisation.

The governing body has a nominated person who will liaise with the head teacher and other staff about issues to do with safeguarding children including protecting children from radicalisation. This person is **Alex Smith**.

All school personnel and governors have a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought.

The Governing body receive an annual report to review safeguarding within the school which includes a compliance checklist. They will not receive details of any individual pupil situations or identifying features of families as part of their oversight responsibility.

The policy forms part of our school development plan and will be reviewed annually using the self-review document or when any notification comes through from the Kent Children’s Safeguarding Unit, IAPS, ISC or DfE. Amendments to child protection arrangements will be made in the light of changing regulations or recommended best practice. The procedures for and the efficiency with which the child protection duties have been discharged are reviewed annually. Any deficiencies or weaknesses in child protection arrangements are remedied without delay.

The Governing Body and school leadership team will ensure that the DSL/EYDSL is properly supported in this role at a time and resource level.

The Governors understand that all staff must read and understand part 1 of Keeping Children Safe in Education

THE SCHOOL

The role of the school is to contribute to the identification, referral and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm or for whom there is an immediate danger of risk or harm.

This policy differentiates between safeguarding children who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies. **The former should be reported to children’s social care immediately**; the latter should lead to inter-agency assessment using local processes. This policy includes dealing with abuse by one or more pupils against another pupil when there is

'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' including that any such abuse will be referred to local agencies.

Whilst the guidance places the responsibility of making decisions about referrals with the school's designated safeguarding lead, care must be taken not to impose high thresholds for such referrals either in policies or in practice. Kent Safeguarding Board guidance on thresholds makes clear the route for obtaining informal advice on borderline cases from local agencies. The guidance notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Working together to Safeguard Children (WTSC 2015) stresses the importance of creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role, and Keeping Children Safe In Education (KCSIE 2016) makes clear that any member of staff may make a referral to external agencies. Guidance is included in the policy on the actions that staff members should take when receiving a disclosure including avoiding asking leading questions and explaining that confidentiality cannot be promised.

4b. All staff have a responsibility to take appropriate action, working with other services as needed.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed
- Ensuring that they have read and understand Part 1 Keeping Children Safe in Education each time it is updated
- Flagging up concerns as early as possible
- Reporting historical abuse/ concerns if they become aware of it
- Preventing radicalisation

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

4c The DSL/EYDSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Including

- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that legally required, locally established procedures are followed and making prompt referrals to children's services or police as necessary and that compliance requirements for ISI are secured.
- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the school's part in CAF / Child in Need / Child Protection plans
- Identifying training needs and organising training for all school staff
- Ensure that staff understand KCSIE and all its revisions and are able to explain their duties
- Constantly seek ways to improve the effectiveness of the Child Protection Policy and all aspects of Safeguarding and make recommendations to the Head

However, Child Protection and welfare are the responsibility of all staff in school and **ANY** observation, information or issue which results in concern for a pupil's welfare **MUST** be reported to the Designated Safeguarding Lead(s) (DSLs).

In the event that neither designated person is available, staff should talk to The Headteacher without delay.

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

5. GENERAL STRATEGIES

This section gives an opportunity for staff to identify the specific ways in which child protection issues are addressed within the curriculum, policies and guidance or through school/community initiatives.

This may include:

- PSHE
- Behaviour Management Policy
- Transition Preparation activities (Move Up Morning etc)
- Safe School initiative
- Peer mentoring
- Community initiatives
- Anti-Bullying Strategies
- Care Plans/Education Plans
- Pupil Councils (consultation/children's rights)
- Complaints Procedures
- Health and Safety
- Risk Assessments
- Extra-Curricular Activities

6. PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

All staff are vigilant to ensure a child's wellbeing. General concerns are dealt with by reference to the form teacher, pastoral staff, clear use of niggles logs. The following indicators would give rise to a child for whom Child Protection procedures and referral might apply and thus should trigger a conversation with the Designated Safeguarding Lead.

6a. Recognition and categories of abuse/self-harm

Types of abuse and neglect

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 is any 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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.

Types of Harm and Threat

- **Extremism**

Extremism is defined in the October 2015 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

- **Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

- **Self- Harm**

Young people will go to great lengths to cover self-harm scars and injuries. If you do spot them they might be explained away as accidents.

The signs to look for divide into the physical and emotional.

Physical signs of self-harm

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns
- bald patches from pulling out hair

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

Emotional signs of self-harm

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern.

- depression, tearfulness and low motivation
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

If you are concerned about a child self-harming or a child discloses information to you please follow the steps for reporting a safeguarding concern, (page 11).

A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly "put down," insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn't seem appropriate for their age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

Indicators that a child may be being radicalised

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events

- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

This list does not cover every child abuse possibility.

The signs and symptoms of abuse are listed in a leaflet that is displayed on the staff room notice board. A copy of the DOH guidelines “What to do if you’re Worried a Child Is Being Abused” (March 2015) is also available to staff, parents, volunteers and visitors online by clicking [here](#)

6b. Indicators of abuse

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite

- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy
- A child going missing from an education setting is a potential indicator of abuse or neglect. Staff should follow procedures for dealing with children who go missing, particularly on repeat occasions.
- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Knowing what to look for is vital to the early identification of abuse and neglect.

If staff members are unsure they should always speak to the DSL or if still unsure they can contact children's social services.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other signs. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues

For example NSPCC offers information for schools and colleges on the **TES** website and also on its own website **www.nspcc.org.uk** Schools and colleges can also access broad government guidance on the issues listed below via the **GOV.UK** website: **<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>**

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care child sexual exploitation (CSE) – and Annex A
- domestic violence drugs fabricated or induced illness faith abuse female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering

- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

Abuse is not easy to diagnose, even for experts.

The following forms of Sex abuse are specified in the Keeping Children Safe in Education 2016 guidance

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

This is illegal in the UK. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls. FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia. It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM. FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required.

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

There are four main types

FGM has been classified by the World Health Organisation (WHO) into four types:

Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris);

Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina);

Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris; and

Type 4 – Other: all other harmful procedures to the female genitalia for nonmedical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

De-infibulation

De-infibulation is a minor surgical procedure to divide the scar tissue sealing the vaginal entrance in Type 3 FGM. De-infibulation is sometimes termed a ‘reversal’ of FGM. This, however, is incorrect as it does not replace genital tissue or restore normal genital anatomy and function.

Re-infibulation or Re-Suturing

Re-infibulation refers to the re-suturing (usually after childbirth) of the incised scar tissue in a woman with FGM Type 2 or 3.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Indicators of potential risk of FGM

- a girl confides to a professional that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’;
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent
- parents state that they or a relative will take the girl out of the country for a prolonged period
- a parent or family member expresses concern that FGM may be carried out on the girl
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- sections are missing from a girl’s Red book; and/or
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials

Indicators that FGM has already happened

- a girl has difficulty walking, sitting or standing or looks uncomfortable
- a girl finds it hard to sit still for long periods of time, and this was not a problem previously
- a girl spends longer than normal in the bathroom or toilet due to difficulties urinating
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems
- a girl has frequent urinary, menstrual or stomach problems

- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter
- there are prolonged or repeated absences from school or college (see 2015 guidance on children missing education)
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl is reluctant to undergo any medical examinations;
- a girl asks for help, but is not be explicit about the problem; and/or
- a girl talks about pain or discomfort between her legs

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Section 5B of the 2003 Act³³ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known'³⁴ cases of FGM in under 18s which they identify in the course of their professional work to the police.

The duty applies to all regulated professionals (as defined in section 5B(2)(a), (11) and (12) of the 2003 Act) working within health or social care, and teachers.

6b. Responding to general concerns

Concerns for a child or young person may come to the attention of staff in a variety of ways for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible. **Staff should be aware however they can make a direct referral to an external agency.** (see contact sheet at front of policy). More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk - **Do not promise to keep confidential what the child has told you**
- Record the conversation as soon as possible
- Inform the DSL

See Appendix 1 Assessing a child in need

Children with additional Educational Needs

Staff must recognise that children with additional needs may be more vulnerable to safeguarding issues than others and may need more sensitive encouragement to share information and seek help. There may be additional barriers to understanding teaching around personal safety. The relationship between such children and their form teacher is of paramount importance in meeting their emotional and welfare needs.

Responding to physical Injury/possible physical signs of abuse

The responsibility for this falls with both parents and staff. Parents are expected to inform the office of any notable injury sustained whilst not at school. This should be done via the school office. Should any staff member notice an injury they should raise this immediately with the DSL. Any unexplained injury should be recorded immediately on an incident form and specifically on the body map on the reverse of the form. This form can then be given to the DSL to take further steps if required.

See Appendix 5 – ‘Reporting a concern about a member of staff or child.’ – Also displayed in Staff room.

Concerns about abuse by pupils against another pupil (Peer on peer)

Follow the guidelines above and in the anti-bullying/ behavioural policies and inform the DSL or the Pastoral Deputy Head immediately. This will be dealt with through the normal Child Protection Procedures if needed.

Children who run away or go missing or leave the country without providing an address of the next school.

In the event of a child going missing, the school will work with the police, the parents and social services to secure the safe return of the child. If a child leaves the school and parents withhold details of the follow on school we will contact the Social care team.

For children who go missing at school we follow the Lost Child Procedures

7. INDUCTION AND TRAINING –

All school-based staff will be offered an appropriate level of safeguarding training (to include internal school procedure and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice) and must undergo refresher training at least annually. Training is organised by the DSL in line with government guidance. Updates to policy, practice and advice is given at Staff Briefings and through emails.

The nominated governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis as required by guidance.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school’s internal safeguarding procedures and communication lines. Training includes inter-agency working and is organised through the local authority at least every two years.

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

Staff new to the school receive a level 1 training by the DSL as part of their induction. All staff receive Part one of KCSIE (2016); safeguarding policy; identity of DSLs, code of conduct, including IT safe use policy and whistleblowing guidance; and sign upon receiving it.

Whole staff training in the area of child protection including an overview of the Framework for Assessment was completed in Sept 2016.

8. RECORD KEEPING

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on an incident form, copies of which are kept in the child protection folder. Staff are also encouraged to use the 'niggle logs' in the staff room. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis.

Information to be recorded;

- Child's name and date of birth
- Child in normal context, e.g. behaviour, attitude, (has there been an extreme change)
- The incident(s) which gives rise for concern with date(s) and times(s) and any witnesses
- A verbatim record of what the child or young person has said.
- If recording bruising/injuries indicate position, colour, size, shape and time on body map.
- Action taken

These basic details are vital to the information gathering process and do not constitute an investigation.

Written information should be passed to the DSL.

The Head teacher should always be kept informed of any significant issues.

Storage of records

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely in a locked cabinet in the DSL's office. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head teacher.

9. REFERRALS TO SOCIAL SERVICES

All Staff should be clear that they are able to make a direct referral to children's social services.

Generally it is the responsibility of the DSLs to decide when to make a referral to Children's Social Services. To help with this decision they will consult with the Area Children's Officer (Child Protection) within 24 hours of a disclosure or suspicion of abuse. Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in need / child protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services is made. In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage unless this places the child at greater risk. A parent will usually be informed of the school's intention to refer and they are advised to cooperate fully with Socials Services in the best interests of their child(ren).

Referrals to Children's Social Services will be made using Kent's inter-agency referral form. In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and sent to the County Duty Social Services office. If a child is at risk of significant harm parental permission is not required.

If a child or young person is referred, the DSL will ensure that the Head teacher and other relevant staff are informed of this.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services. The Head teacher should be informed of this decision.

If there is a concern that the child is deemed likely to be being radicalised a referral may be made to Channel or Children's Social care

The child protection register

The DSL will inform members of staff who have direct pastoral responsibility for children and young people whose names are on the child protection register. These children and young persons must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DSL or the Head teacher in the DSL's absence

Appendix 3: Action when a child has suffered or is likely to suffer harm

10. ALLEGATIONS AGAINST STAFF (INCLUDING THE HEADTEACHER AND VOLUNTEERS)

Part 1 of KCSIE (2016) now deals with *Dealing with allegations of abuse against teachers and other staff including the head* and thus provides the most recent guidance on this issue. If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. St Michael's Prep school will not undertake its own investigations of allegations without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases informal discussions with the LADO can be held without naming the school or individual.

All allegations are to be reported straight away, to the Head teacher, in the absence of the Head, allegations should be reported to the Chair of Governors. Should the allegation involve the Head teacher allegations must be reported to the Chair of Governors, who immediately informs the LADO without informing the Head.

The LADO should be informed within one working day of all allegations that come to the school's attention or that are made directly to the police.

Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school will give due weight to the views of the LADO and the policy when making a decision about suspension.

From 1st October 2012, there are restrictions on the reporting or publishing of allegations against staff and so they will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions will apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

St Michael's Prep School commits to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. **Failure to make a report constitutes an offence.** 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. The school recognizes its legal duty to respond to requests from the DBS for information held.

St Michael's Prep School will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be appropriate.

The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Further guidance is published on the NCTL website. www.nationalcollege.org.uk

Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an NCTL referral.

In the case of FGM a referral to the police must be made (This is a mandatory requirement as of October 2015)

As a charity, St Michael's Prep would need to make the Charity Commission aware of an Allegation against a staff member that resulted in a referral as above.

St Michael's Prep School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received.

Employees working in schools can also be vulnerable to malicious or misplaced allegations made by pupils deliberately or innocently, arising from normal and proper association with them in the work setting. Equally, children in schools are particularly vulnerable to the actions of employees who wilfully or otherwise disregard legislative or school based guidance and regulations. The School therefore recognises the need for sound policies and procedures on the management of situations wherever allegations of abuse are made against staff.

All staff are made aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

WHISTLE BLOWING

The school has a whistle blowing policy to enable staff to be reassured that they will be protected should they need to make such a report.

SEE MANAGING ALLEGATIONS AGAINST STAFF INCLUDING THE HEADTEACHER AND VOLUNTEERS AND WHISTLE BLOWING POLICIES (available on request from the Office)

STAFF CODE OF CONDUCT

St Michael's Prep School has a staff code of conduct as part of its commitment to safeguarding. This document provides clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegations of harm to a pupil.

11. WORKING WITH OTHER AGENCIES

St Michael's Prep School 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 endeavour 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 and thus, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. For us this is the Kent Safeguarding Children Board. www.kscb.org.uk

Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

St Michael's Prep School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and CAF Teams around the Child.

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

12. CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from the Children's Safeguard's Team on the numbers outlined at the start of this document.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Safeguards Team or Children's Social Services), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this MUST be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next. Staff worried about confidentiality should always seek advice from the DSL on any concern as the child's best interests and safety override concerns about confidentiality.

13. CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children (2010) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

St Michael's Prep School ensures that the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at St Michael's Prep School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance. The IT network has a confide button which can be used at any time to alert the relevant head of year or Pastoral Leader.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Specific systems outside of expected day to day classroom interaction and support include : ***the School Council; listening box; buddies; mentoring; regular feedback questionnaires with groups of children, PSHE, IT e-safety curriculum, the anti-bullying policy and work around bullying, Pastoral care meetings, Impero, Software the Confide button on network.***

ANTI-BULLYING POLICY (see Anti-bullying Policy)

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

E-SAFETY (see e-Safety Policy)

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. *St Michael's Prep School* will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. 'Impero software' is in use at school to monitor pupil's usage. This allows all staff to view remotely the screens of users around the school and contains a reporting function when attempts to access inappropriate sites are attempted. For more information see Deputy Head (Pastoral).

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found. The use of 'Impero' software also helps this.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones. Pupils are not allowed to have phones in school. The user owned device policy and use agreement (BYOD) states the limitations and conditions for use of laptops, iPads and kindles.

It will be the case that in the course of learning about safety, children will be taught explicitly about behaviours to avoid and behaviours in others that present them with potential risks.

The filtering system must not prevent access to hard-hitting appropriate materials

Pupils and staff know how to report internet content that is inappropriate or of concern.

(Copy & Paste Grid with content of E-Safety – Annex OR List as a paragraph)

14. 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.

All new teachers have a mentor with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

In addition, regular supervision is provided for all Early Years staff on a half termly basis.

All staff in the Early Years have a supervision meeting at regular intervals with the Head of Pre-Prep/Head of Early Years. This meeting is used to support staff working with our youngest children and to ensure that they have opportunities to reflect on good practice and develop strategies that will assist them in their role.

The aim is to foster a culture of mutual support, teamwork and continuous improvement which encourages confidential discussion of sensitive issues.

15. SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice / the school's Staff Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's ***Behaviour Management and Restraint of Pupils Policies***, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided. Full advice and guidance can be found in ***Guidance for Safer Working Practice for Adults who Work with Children and Young People which can be found on the Staff Shared Drive***.

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 ***Guidance for Safer Working Practice for Adults who Work with Children and Young People***, the school's ***e-Safety Policy*** and ***Acceptable Use Policy***. Keeping Yourself Safe

16. Advice for staff teaching one-to-one (peris/LSAs/contractors)

Physical Contact

- Only use minimal and appropriate physical contact when completely necessary in your tuition process. Always ask the child if they would like you to show them. Model the position with your own body. If it is still difficult ask them if they would be happy for you to help them with your hands.
- If an action has the potential to be misinterpreted, make a written note and inform your Head of Department.
- If an emergency occurs which requires physical contact (e.g. to attend to a child's physical need following an accidental injury) follow the advice given in the *First Aid policy and procedures* Call for assistance from another member of staff and inform the child of the action that you are undertaking.

Teacher-Student Relationships

- All relationships must be professional.
- Any communication about the pupil should be made directly to the parents.
- Keep your contact details private from pupils
- Relationships with the pupil outside of school would be deemed inappropriate.
- Consult with the Director of Music or Head of School if you perceive a pupil to display inappropriate behaviours towards you. This is to protect you and them.

If you are to accompany the pupil to or from or at an exam centre without parents present this arrangement must be made in writing to you by the parent and the head of music should be informed of this and given a copy of the letter/ mail

Protective Environment

- All tutors must have DBS clearance and must have completed all the paperwork required by the school in accordance with Safer Recruitment Guidance.
- Avoid teaching in remote areas of school. If you need to work in an alternative space you must inform the office in person before the lesson.
- Tutor pupils only in rooms that have windows or windowed doors; if you are concerned then leave the door open
- If you are concerned about the suitability of a teaching space inform the Head of Music immediately.
- The designated teacher for Child Protection at St Michael's Prep is Gordon Baird and in Pre-Prep Zerrin Leech. You should inform them immediately of any concerns that you may have.
- Familiarise yourself with the St Michael's Prep Child Protection Policy.

17. COMPLAINTS

The school has a ***Complaints Procedure*** available to parents, pupils/students and staff who wish to make complaints. This policy details how we hope concerns will be raised and dealt with before they become complaints. A compliments and concerns folder is in each school reception.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific:

CHILD PROTECTION PROCEDURES FOR MANAGING ALLEGATIONS AGAINST STAFF (INCLUDING THE HEADTEACHER AND VOLUNTEERS) (available on request from the office)

18. SAFER RECRUITMENT

See 'recruitment policy and procedures'

St Michael's Prep School is committed to ensure that all steps are taken to recruit staff, contractors and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and the self-declaration form for Disqualification by Association.

The Governing Body will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

18a

All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, volunteers and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service (DBS) before starting work. All Governors, volunteer helpers, students on placement over the age of 16, supply teachers, contractors working regularly during term-time, such as contract catering staff, are also vetted should they be involved in Regulated Activity. Should the above be involved in supervised activities they do not need to have DBS clearance.

All new leaders at school are checked to ensure they have not been barred from Leadership by the Secretary of State.

Our policies are reviewed by Governors on a cycle. The School will report any person whose services are no longer used because he or she is considered unfit to work with children to the DBS within one month of leaving the school and to any other authority deemed necessary in legislation and regulation. (NCTL)

19. DISQUALIFICATION BY ASSOCIATION

The advice states the following:

- Disqualification by association only applies to staff working with or managing the education of children of reception class age, and to staff working with or managing the supervision of children up to the age of 8 in relation to activities that take place **outside** the school day (eg breakfast or after school clubs)
- There are some staff that it does not apply to
- Schools need to make all staff aware of the legislation but do not have to ask relevant staff to complete a self-declaration form, although it does require schools to keep a record of the date on which disqualification checks were carried out for relevant staff
- Offences relating to spent cautions or convictions should not be taken into account
- Most importantly it clarifies that, whilst awaiting a waiver, individuals are not necessarily prevented from working in the school in any other setting, such as teaching a class other than reception

The supplementary DFE advice states St Michael's may not employ people to work in these settings or allow them to be directly concerned in their management, if they or others in their households are 'disqualified'. The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

All staff completed the 'self-declaration form'. (Jan 2015) These will be kept as a record. Staff who fall within the 'by association' rule may apply for a waiver. For more information see 'recruitment policy'. Information about how to apply for a waiver will be supplied if it's needed.

- From March 1st 2015 Disqualification by association only applies to staff working with or managing the education of children of reception class age, and to staff working with or managing the supervision of children up to the age of 8 in relation to activities that take place **outside** the school day (eg breakfast or after school clubs)

20. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

See Flow chart in Appendix 4 for definitions of Regulated and Unregulated activities

21. SECURITY AND VISITORS

All staff has a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. All visitors are given fire and safeguarding information. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

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

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. Visitors who are invited to speak directly to pupils will be informed about our duty to prevent extremism and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. This can be done by relevant internet searches or checking biographies. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher. The calendar meeting is when the need for such checks is identified.

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not knowingly accept bookings from individuals or organisations that are extremist in their views.

POLICY ON USING IMAGES OF CHILDREN AND MOBILE PHONE AND CAMERA USE

See Policy on Using Images of Children

- E-safety policy

ACTIONS FOLLOWING ALLEGATIONS: please see: Child Protection: Managing Allegations against Staff Policy.

22. PREVENT DUTY

In 2015 Schools had a duty to prevent children from being radicalised. Our area is considered low risk but the stories in the news all over Europe mean we cannot be complacent. At St Michael's we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. In Units of work on e-safety children in Years 6 & 8 learn about grooming both for sexual exploitation and political radicalisation

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Related Policies

- Acceptable Use (ICT) Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equal Opportunity Policy
- Lettings Policy
- Personal, Social And Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Whistle-blowing Policy
- Recruitment Policy

APPENDIX 1

Safeguarding in Education Contacts – January 2015

Head Office – Sessions House Sessions House, County Hall, Maidstone ME14 1XQ		
Room 2.04	Kel Arthur Principal Officer (Safeguarding)	Office: 03000 415788 Mobile: 07786 191 359 kel.arthur@kent.gov.uk
	Rebecca Avery - e-Safety Officer	Office: 03000 415797 Mobile: 07789 968705 rebecca.avery@kent.gov.uk or for general enquiries: esafetyofficer@kent.gov.uk
	Kay Ashman Safeguarding Admin Assistant (part-time)	Office: 03000 415792 kay.ashman@kent.gov.uk

North Kent – Worrall House (Dartford, Gravesham, Sevenoaks) 30 Kings Hill Avenue, West Malling, ME19 4AE	
Helen Windiate Area Safeguarding Adviser (Education)	Office: 03000 412445 Mobile: 07740 183798 helen.windiate@kent.gov.uk
Linda Funnell Safeguarding Admin Support (part-time)	Office: 03000 411995 linda.funnell@kent.gov.uk

West Kent – Worrall House (Tonbridge & Malling, Tunbridge Wells, Maidstone). 30 Kings Hill Avenue, West Malling, ME19 4AE	
Claire Ray Area Safeguarding Adviser (Education)	Office: 03000 412284 Mobile: 07920 108828 claire.ray@kent.gov.uk
Linda Funnell Safeguarding Admin Support (part-time)	Office: 03000 411995 linda.funnell@kent.gov.uk

East Kent – Brook House (Swale, Canterbury, Thanet) Brook House, Reeves Way, Whitstable CT5 3SS	
Mike O'Connell Area Safeguarding Adviser (Education)	Office: 03000 418707 Mobile: 07740 183807 mike.o'connell@kent.gov.uk
Katie Agnew Safeguarding Admin Support (P/T)	Office: 03000 418503 katie.agnew@kent.gov.uk

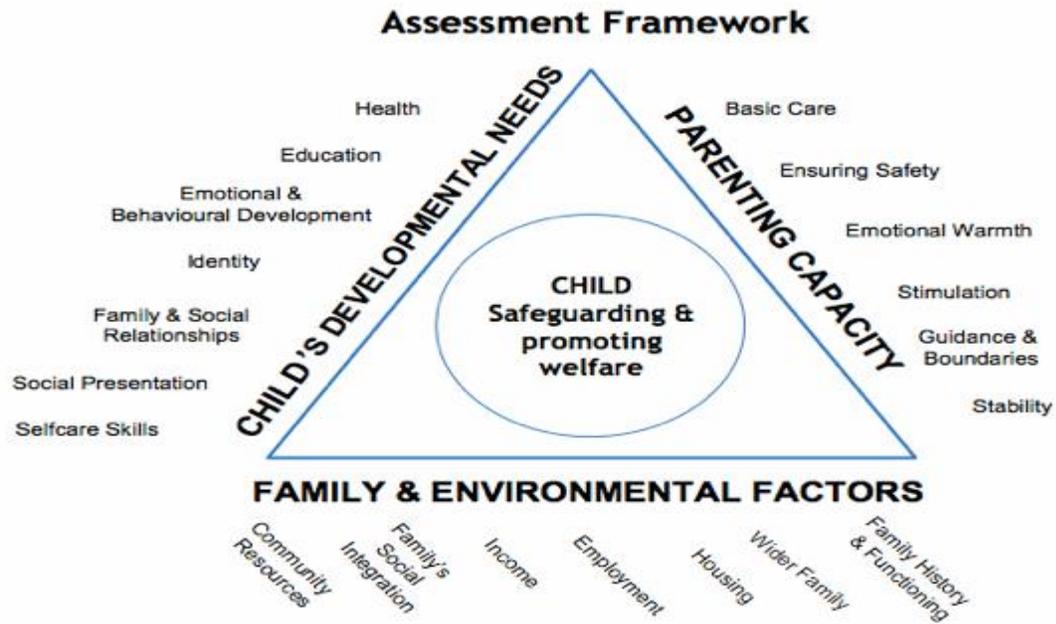
'Prevent duty' Advice/support:

Mike Kenny
 Kent Police Special Branch | Prevent Officer
 External 01622 604161 | Internal 03-2161 | Mobile 07807 340241 |
 Contact for Channel channel@kent.pnn.police.uk
 DfE dedicated phone line 020 7340 7264
Counter-extremism@education.gsi.gov.uk

Central Duty: 03000 41 11 11

Urgent child protection issue outside of office hours,
Call the **Central Duty** Out of Hours Number: **03000 41 91 91** **Early Help & Preventative Services:**
earlyhelp@kent.gov.uk or ring **01622 22122**

APPENDIX 2

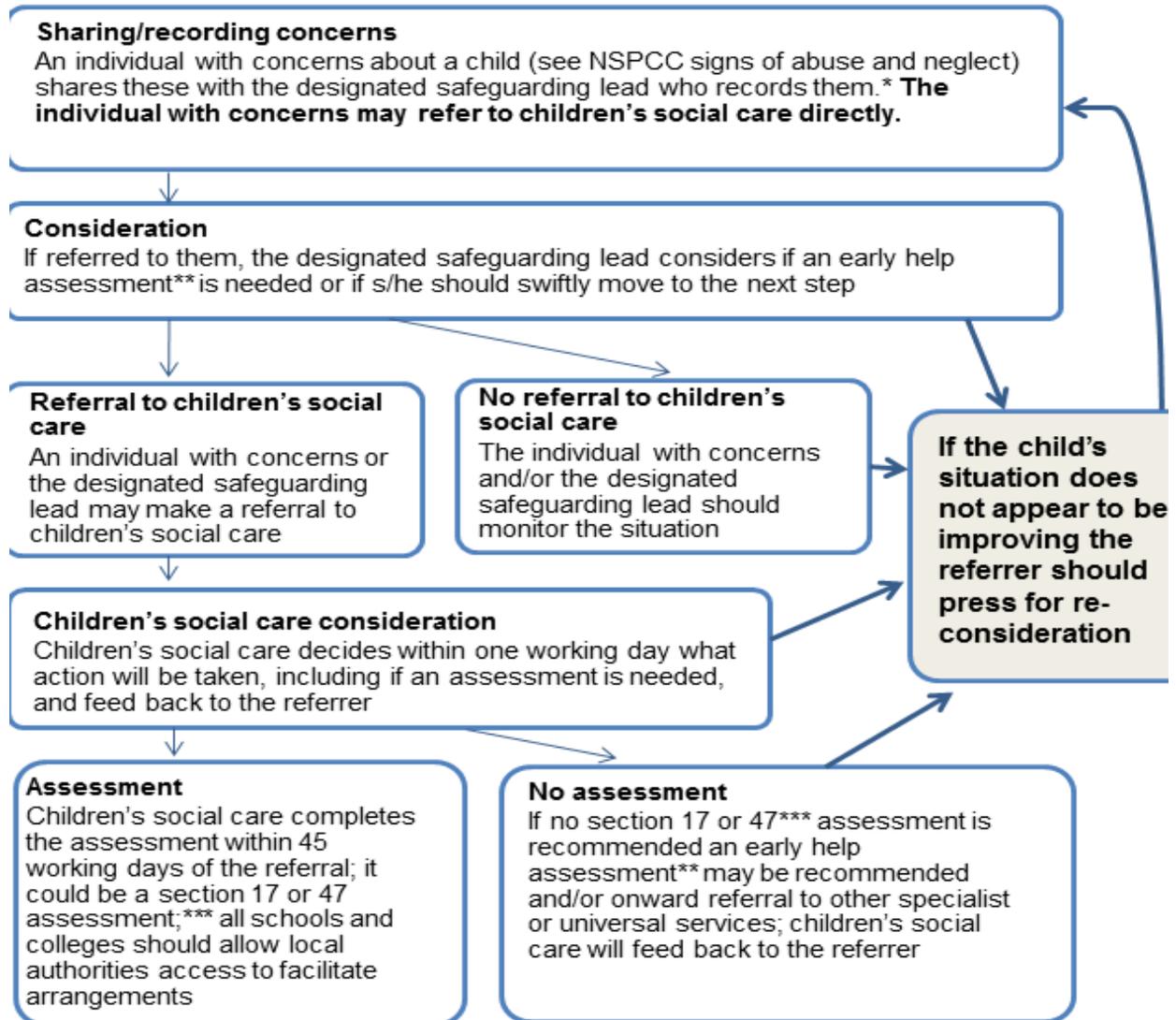


APPENDIX 3

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



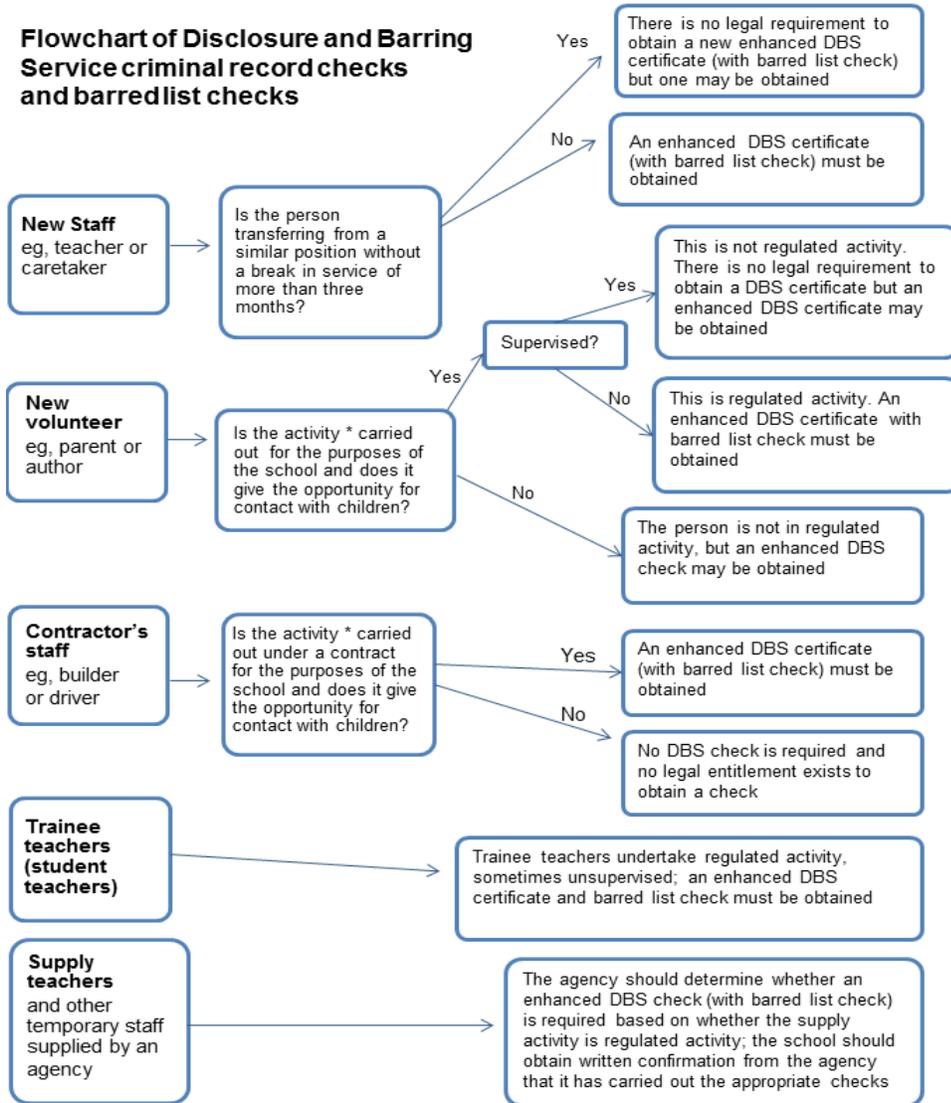
* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

APPENDIX 4

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

APPENDIX 5 REPORTING A CONCERN ABOUT A MEMBER OF STAFF/CHILD

Steps to take if there is an allegation made against a member of staff or a volunteer or the DSL

NOTE: STAFF CAN REPORT CONCERN DIRECTLY TO LADO (SEE SHEET ON RIGHT FOR CONTACT DETAILS)

