ST MICHAEL’S PREP SCHOOL

Safeguarding and Child Protection Policy

Key contact personnel in School

Designated Safeguarding Lead(s):
Lucinda Cook (Prep) lcook@stmichaels.kent.sch.uk Tel Ext. 208
Zerrin Leech (Pre-Prep including EYFS) zleech@stmichaels.kent.sch.uk Ext.221

Deputy DSLs & Safeguarding Team
Gordon Baird, Rachel Jeffrey

Named Safeguarding Governor: Cameron Kiggell

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

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

<table>
<thead>
<tr>
<th>Date of Last Review:</th>
<th>September 2020</th>
<th>Review Period:</th>
<th>At Least Annually</th>
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</thead>
<tbody>
<tr>
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<td>Owner:</td>
<td>LCO/ZLE /MBR &amp; Governors</td>
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</tr>
</tbody>
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## Contents

<table>
<thead>
<tr>
<th>What to do if you have a welfare concern - flowchart</th>
<th>Page no</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and Ethos</td>
<td>3</td>
</tr>
<tr>
<td>2. Definition of Safeguarding</td>
<td>3</td>
</tr>
<tr>
<td>3. Context</td>
<td>4</td>
</tr>
<tr>
<td>4. Related Safeguarding Policies</td>
<td>5</td>
</tr>
<tr>
<td>5. Key Responsibilities</td>
<td>5</td>
</tr>
<tr>
<td>6. Recognition and Types of Abuse and Neglect</td>
<td>7</td>
</tr>
<tr>
<td>7. Safeguarding and Child Protection Procedures</td>
<td>8</td>
</tr>
<tr>
<td>8. Record Keeping</td>
<td>10</td>
</tr>
<tr>
<td>9. Multi-Agency Working</td>
<td>10</td>
</tr>
<tr>
<td>10. Confidentiality and Information Sharing</td>
<td>11</td>
</tr>
<tr>
<td>11. Complaints</td>
<td>11</td>
</tr>
<tr>
<td>12. Staff induction, Awareness and Training</td>
<td>11</td>
</tr>
<tr>
<td>13. Safe Working Practice</td>
<td>12</td>
</tr>
<tr>
<td>14. Staff Supervision and Support</td>
<td>13</td>
</tr>
<tr>
<td>15. Safer Recruitment</td>
<td>14</td>
</tr>
<tr>
<td>16. Allegations Against Members of Staff and Volunteers</td>
<td>14</td>
</tr>
<tr>
<td>17. Peer on Peer Abuse</td>
<td>15</td>
</tr>
<tr>
<td>18. Safeguarding Children with Additional Educational Needs and Disabilities</td>
<td>17</td>
</tr>
<tr>
<td>19. Online Safety</td>
<td>17</td>
</tr>
<tr>
<td>20. Gangs, County Lines Violent Crime and Exploitation</td>
<td>18</td>
</tr>
<tr>
<td>21. Mental Health</td>
<td>18</td>
</tr>
<tr>
<td>22. Curriculum and Staying Safe</td>
<td>18</td>
</tr>
<tr>
<td>23. The Use of School Premises by Other Organisations</td>
<td>19</td>
</tr>
<tr>
<td>24. Security</td>
<td>19</td>
</tr>
<tr>
<td>25. Monitoring and Review</td>
<td>19</td>
</tr>
<tr>
<td>26. Local Support</td>
<td>20</td>
</tr>
<tr>
<td>27. National Support</td>
<td>20</td>
</tr>
<tr>
<td>Appendix 1: Responsibilities of the Governing Body and the Headteacher</td>
<td>22</td>
</tr>
<tr>
<td>Appendix 2: Categories of Abuse</td>
<td>22</td>
</tr>
<tr>
<td>Appendix 3: Specific Safeguarding Issues</td>
<td>24</td>
</tr>
<tr>
<td>Appendix 4: Keeping yourself safe when responding to disclosures</td>
<td>26</td>
</tr>
<tr>
<td>Appendix 5: Local Education Safeguarding Team</td>
<td>28</td>
</tr>
</tbody>
</table>
What to do if you have a welfare concern in St Michael’s Prep School

Why are you concerned?
- For example
  - Something a child has said – e.g. allegation of harm
  - Child’s appearance – may include unexplained marks as well as dress
  - Behaviour change
  - Witnessed concerning behaviour

Immediately record your concerns
- Follow school procedures (record your concerns in EdAware and alert relevant staff if appropriate)
  - Reassure the child
  - Clarify concerns if necessary (TED: Tell, Explain, Describe)
  - Use child’s own words
  - Sign and date any handwritten notes to share with DSL
  - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead – Lucinda Cook Ext 208 OR Zerrin Leech Ext 221

Designated Safeguarding Lead
- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCMP Support Level Guidance documents and procedures
- Refer to other agencies as appropriate e.g. Internal or community services, LADO, Police or Request for Support
- If unsure then consult with Area Education Safeguarding Adviser Robin Bivio Tel: 03000 412445
- or Local Authority Social Worker at Central Referral Unit KSCMP

If you are unhappy with the response
Staff:
- Follow local escalation procedures
- Follow Whistleblowing procedures
- Seek advice from Education Safeguarding Team Claire Ray Principal Officer Tel: 03000 415788

Pupils and Parents:
- Follow school complaints procedures
  - https://www.stmichaels.kent.sch.uk/wp-content/uploads/2016/12/Complaints-Policy-and-

Record decision-making and action taken in the pupil’s Child Protection/safeguarding file using EdAware

Monitor
- Be clear about:
  - 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
1. Introduction and Ethos

- St Michael’s Prep School 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. St Michael’s Prep School recognises that we have statutory responsibility to safeguard and promote the welfare of all children.

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

- Staff working with children at St Michael’s Prep School are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

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

2. Definition of Safeguarding

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  - protecting children from maltreatment.
  - preventing impairment of children’s mental and physical health or development.
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.

- “Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education.” (Inspecting safeguarding in early years, education and skills settings, Ofsted, September 2018).

- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

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

- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, ‘Keeping Children Safe in Education’ 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

3. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE guidance Keeping Children Safe in Education 2020 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted guidance ‘Inspecting safeguarding in early years, education and skills settings’ (2018)
  - Kent and Medway Safeguarding Children Procedures (Online)
  - Early Years and Foundation Stage Framework 2017 (EYFS)
  - Children and Social Work Act 2017

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

- The way St Michael’s Prep school is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.

- We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

- The school acknowledges that this policy recognises a wide range of specific safeguarding issues including (but not limited to):
  - Abuse and neglect
  - Bullying (including cyberbullying)
  - Children and the court system
  - Children Missing Education (CME)
  - Children with family members in prison
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Child criminal exploitation (County Lines)
  - Contextual Safeguarding (Risks outside the family home)
  - County Lines
- Domestic Abuse
- Homelessness
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Honour based abuse
- Mental health
- Missing children and adults
- Online safety
- Peer on Peer Abuse
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment between children
- Human trafficking and modern slavery
- Youth produced sexual imagery or “Sexting”

(All staff must read and refer to Annex A of ‘Keeping children safe in education’ 2020)

4. 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:
  - Behaviour Management (including physical restraint)
  - Online Safety Policy
  - Anti-Bullying
  - Data Protection and Information Sharing
  - Policy on Using of Images of Children
  - Sex & Relationship Education
  - Personal and Intimate Care
  - Health and Safety Policy, including plans for school re-opening
  - Attendance
  - Wellbeing policy
  - Risk Assessments (e.g. school trips, use of technology. School re-opening)
  - First Aid Policy and Accident Procedure
  - Safeguarding Policy Addendum – COVID-19
  - Safeguarding Policy Addendum – COVID -19 return to school
  - Supervision Policy
  - Procedures for Managing Allegations Against Staff including the Headteacher and volunteers
  - Staff Induction Policy and Staff Code of Conduct (including Acceptable Use of Technology)
  - Safer Recruitment
  - Whistleblowing
These documents are available on the local network in whole school policies T:\Whole School\Policies
They can also be found on the school website at http://www.stmichaels.kent.sch.uk/school-policies/

5. Key Responsibilities

- The governing body and management teams have read and will follow KCSIE 2020. Further information regarding the key strategic responsibilities of the governing body and Headteacher are identified in appendix 1.
- The school has a nominated governor for safeguarding. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL is properly supported in their role.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed 2 members of the leadership team Lucinda Cook (DSL Prep & Head of Learning Development) and Zerrin Leech (DSL & Head of Pre-Prep) as the Designated Safeguarding Leads (DSLS). The DSLS have overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL’s training will be updated formally at least every two years, but they will continue to update their knowledge and skills at regular intervals to keep abreast of developments relevant to the role (including, but not limited to: Optimus training resources, Farrer & Co, Virtual College, Kent Education People, newsletters & online resources)
- The school has appointed additional staff to deputise for the DSL Gordon Baird (Prep) and Rachael Jeffery (Pre-Prep). 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:
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual children
    - In the case of Children Looked After the DSL should have the details of the child’s social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
  - Liaise with other agencies and professionals in line with WTSC 2018
  - Ensure that locally established referral procedures are followed as necessary
  - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor the school’s role in any multi-agency plan for a child.
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
  - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)
  - Ensure adequate and appropriate DSL cover arrangements fin response to any closures and out of hours and/or out of term activities.
  - Further details about the role of the DSL can be found in ‘Keeping Children Safe in Education’ 2020, part two.
5.2 Members of Staff

- All members of staff have a responsibility to:
- provide a safe environment in which children can learn.
- be prepared to identify children who may benefit from early help.
- consider wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.
- understand the early help process and their role in it.
- understand your schools safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the process of making referrals to children’s social care and statutory assessment under the Children Act 1989.
- know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- know how to maintain an appropriate level of confidentiality.
- be aware of the indicators of abuse and neglect so that they can identify cases of children who may be in need of help or protection.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.

- Staff should not assume that somebody else will take action and must share information that might be critical in keeping children safe. This is the responsibility of all staff at St Michael’s and ANY concern for a pupil’s welfare MUST always be reported to the Designated Safeguarding Lead(s).

5.3 Children and Young People

- Children and young people (pupils) have a right to:
  - Feel safe, be listened to, and have their wishes and feelings taken into account
  - Contribute to the development of school safeguarding policies
  - Receive help from a trusted adult.
  - 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.

5.4 Parents and Carers

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

Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies via the school website http://www.stmichaels.kent.sch.uk/school-policies/

6. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
  - Physical abuse
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

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

- Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children offsite. Children can be 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.

- 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.

7. Safeguarding and Child Protection Procedures

- St Michael’s Prep School adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website [www.KSCMP.org.uk](http://www.KSCMP.org.uk)

- All members of staff are expected to be aware of and follow this approach:
• It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children’s Social Work Services and/or the police.

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

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

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

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

• All staff are aware of the process for making referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments. **Anyone can make a referral.**

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

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

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

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

• St Michael’s Prep School recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.

• If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children’s Services (Front Door) and/or the police in line with KSCMP procedures.
• In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
  o Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

• If, after a request for support or any other planned external intervention, a child’s situation does not appear to be improving, the DSL will consider following KSCMP escalation procedures to ensure their concerns have been addressed and, most importantly, that the child’s situation improves. DSLs may request support with this via the Education Safeguarding Service.

8. **Record Keeping**

• Staff will record any welfare concern that they have about a child on the school’s safeguarding incident/concern form (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. Alternatively, staff may record concerns directly using the online system *EdAware*.

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

• Incident/Welfare concern forms are kept in the staff rooms and offices, on the school shared area and are also available from any mobile device or computer using the online EdAware system

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

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

• Detailed guidance on Record Keeping is found in a separate document “Guidelines for Safeguarding Record Keeping in Schools”.

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

9. **Multi-agency Working**

• St Michael’s Prep School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018)

Schools are not the investigating agency when there are child protection concerns, we will however contribute to the investigation and assessment processes as required. St Michael’s Prep School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
10. Confidentiality and Information Sharing

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

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children in accordance with our privacy policy, which meets the requirements of the GDPR.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing.

- In relation to the rights of the individual, it is not possible for Safeguarding records to be deleted or destroyed. All notes of meetings with parents about safeguarding and all other matters are shared with the parents at the draft stage and records to be filed are agreed. Where parents wish to make substantial amendments to the records, their wishes are filed as an additional document.

- A serious incident as defined by the Charity Commission must be reported to them using their online reporting system.

- DfE Guidance on Information Sharing (July 2018) provides further detail. Also available via intranet at T:\Whole School\Safeguarding and Child Protection Information\Supporting Documents and Guidance

11. Complaints

- The school has a Complaints Procedure available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found on our website at http://www.stmichaels.kent.sch.uk/wp-content/uploads/2016/12/Complaints-Policy-and-Procedure-2017-final-1.pdf

- 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)

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” (2020) 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 KCSIE 2020. Members of staff click or sign to confirm that they have read and understood Part One and Annex A. (All staff complete the relevant MyOnstream learning module or update as required – report available from DSL)
• The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school’s internal safeguarding processes.

• All staff members (including temporary staff) will receive training or briefings to ensure they are aware of a range of safeguarding issues.

• All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.

• All staff members (including temporary staff) will be made aware of school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy.

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

• Although the school has a nominated lead for the governing body (Cameron Kiggell), 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.

• Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school’s online safety and Acceptable Use policies.

**EARLY YEARS AND FOUNDATION STAGE PROVISION:**

• In Early Years no personal mobile phones should be used in the presence of children. They must be stored in staff areas and must not be used to take photographs. There are no exceptions to this. School mobiles will be taken on trips.

• The school will ensure that members of staff who are working within the Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.


**Advice for staff teaching one-to-one (peripatetic staff/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/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
doors open.
• If you are concerned about the suitability of a teaching space inform your manager immediately.
• The designated teacher for Child Protection at St Michael’s Prep is Lucinda Cook 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.

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:
  o All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of
    children
  o All staff will be supported by the DSL in their safeguarding role.
  o 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**

- St Michael’s Prep School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

- The Governing Body and Leadership Team are responsible for ensuring that the school follows our recruitment policy and procedures.

- St Michael’s Prep School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- The Governing Body will ensure that there is at least one person conducting an interview who has completed safer recruitment training.

- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. (amended 2018)

- 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**

- 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. In the event of any allegation the full managing allegations policy must be implemented. Such allegations should be referred immediately to the Headteacher or Deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher, then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.

- 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.

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

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

**When in doubt – consult**

17. **Peer on Peer Abuse**

- All members of staff at St Michael’s Prep School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and ‘sexting’. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved. St Michael’s Prep takes peer on peer abuse seriously and all staff are clear that peer on peer abuse should not be passed off as “part of growing up” or “banter”.

- St Michael’s Prep School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern in accordance with Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures.

- ‘Upskirting’ is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person’s clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- ‘Sexting’ (Youth Produced Sexual Imagery) will not be tolerated. The school will respond to cases of “sexting” in line with the UKCCIS “Sexting in Schools and Colleges” guidance and Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.

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

- Pupils who are alleged to have abused other pupils will be helped by:
  - Discussing what happened, establishing the specific concern and the need for behaviour to change
  - Informing parents/carers to help change the attitude and behaviour of the child
  - Providing appropriate education and support
  - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
  - Speaking with police or other local services (such as early help or children’s specialist services) as appropriate

- Further information about the school’s response to allegations of abuse against pupils can be located in the anti-bullying policy and the behaviour management policy.

- Further information in relation to the school’s approach to “sexting” can be found in the online safety policy.
St Michael’s Prep School is aware of and will follow the KSCMP procedures for supporting children who are at risk of harm as a result of their own behaviour.

Procedures to minimise the risk of peer on peer abuse at St Michael’s Prep

Peer on peer abuse can and will occur on any site even with the most robust policies and support processes. We recognise that it is important to develop appropriate strategies to proactively prevent peer on peer abuse. At St Michael’s Prep School, the following strategies are in place:

- We ensure that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. Pupils are encouraged to use the worry boxes or the confide button when using ICT if they wish to report a concern without speaking directly to an adult.

- There is a strong and positive PSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

- We ensure that children are adequately supervised, including during break times, in the outdoor areas, in activities, whilst offsite on school outings etc.

- We promote British Values throughout our curriculum

- Staff will consider each issue and each individual in their own right before taking action.

- Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop ‘rules of acceptable behaviour’.

- We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

Responding to a report of peer on peer abuse

It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. Staff must immediately treat the report or disclosure as a safeguarding concern and follow the procedures for recording and reporting.

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further

- recognising the child has placed the person they tell in position of trust

- listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed

- considering how best to record the report (best practice is to wait until after the conversation with the child)

- only recording the facts as the child presents them
• being aware of the advice for schools around online activity

• informing the designated safeguarding lead (or deputy) as soon as practically possible.

18. **Safeguarding Children with Additional Educational Needs and Disabilities**

- St Michael’s Prep School acknowledges that children with additional educational needs (AEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

- St Michael’s Prep School will ensure that children with AEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

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

19. **Online Safety**

- It is recognised by St Michael’s Prep School that the use of technology presents challenges and risks to children and adults both inside and outside of school. We recognise that abuse can take place wholly online.

- The DSL has overall responsibility for online safeguarding within the school.

- St Michael’s Prep School identifies that the issues can be broadly categorised into three areas of risk:
  - **content**: being exposed to illegal, inappropriate or harmful material
  - **contact**: being subjected to harmful online interaction with other users
  - **conduct**: personal online behaviour that increases the likelihood of, or causes, harm.

- The DSL and leadership team have read annex C regarding Online Safety within ‘Keeping Children Safe in Education’ 2020.

- St Michael’s Prep School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools **Online Safety Policy**, **Acceptable Use Policy** and **Image Use Policy** which can be found on the local network at **T:\Whole School\Policies** and on the school website at [https://www.stmichaels.kent.sch.uk/school-policies/](https://www.stmichaels.kent.sch.uk/school-policies/)

- St Michael’s Prep School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

- St Michael’s Prep School acknowledges that whilst filtering and monitoring is an important part of schools’ 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’s control such as mobile phones or other internet enabled devices and technology. Where concerns are identified appropriate action will be taken.
• St Michael’s Prep School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively. We will 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.

20. **Gangs, County Lines, Serious violence, Crime and Exploitation**

• St Michael’s Prep School recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

• All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
  - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - Children who go missing for periods of time or regularly come home late
  - Children who regularly miss school or education or do not take part in education
  - Children who associate with other young people involved in exploitation
  - Children who suffer from changes in emotional well-being
  - Change in friendships/relationships with others/groups.
  - Significant decline in performance.
  - Signs of self-harm/significant change in wellbeing.
  - Signs of assault/unexplained injuries.

21. **Mental Health**

• All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children’s experiences, can impact on their mental health, behaviour and education.

• Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be 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 by speaking to the DSL or a deputy.

22. **Curriculum and Staying Safe**

• St Michael’s Prep School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.

• We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour. To understand what is ‘safe’ and to recognise when they and others close to them are not safe; knowing how to seek advice and support when they are concerned.
• Our curriculum provides 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 that of others. Online safety is integrated into the curriculum.

•

• St Michael’s Prep School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.

• Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

23. 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 written 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 this assurance is not achieved, then an application to use premises will be refused.

24. Security

• All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

• 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 visitor’s badge whilst on school site. Any individual who is not known or identifiable should always be challenged for clarification and reassurance. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

•

• 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.

25. Monitoring and Review

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

• This policy will always be available on our website at:

• The policy forms part of our school development plan and will be reviewed annually.
26. Local Support

- All members of staff in St Michael’s Prep School are made aware of the local support available in North Kent

<table>
<thead>
<tr>
<th>NORTH KENT (Dartford, Gravesham, Sevenoaks) Worrall House, 30 Kings Hill Avenue, West Malling, ME19 4AE</th>
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<tbody>
<tr>
<td>Robin Brivio</td>
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<tr>
<td>Area Safeguarding Adviser</td>
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<td>Joanne Barnett</td>
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<td>Area Safeguarding Assistant</td>
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<tr>
<td>Rachel Unsworth</td>
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<tr>
<td>Admin Support</td>
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  o Contact details for Online Safety in the Education Safeguarding Team
    i. Rebecca Avery, Education Safeguarding Adviser (Online Protection):
    ii. Ashley Assiter, Online Safety Development Officer
    iii. 03000 415797
    iv. esafetyofficer@kent.gov.uk (non-urgent issues only)

  o Contact details for the LADO
    i. Telephone: 03000 410888
    ii. Email: kentchildrenslado@kent.gov.uk

  o Children’s Social Work Services
    i. Front Door: 03000 411111
    ii. Out of Hours Number: 03000 419191

  o Kent Police
    i. 101 (or 999 if there is an immediate risk of harm)

  o Kent Safeguarding Children Multi-Agency Partnership (KSCMP)
    i. kscmp@kent.gov.uk
    ii. 03000 421126

27. National Support

Support for staff
- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

Support for Pupils
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

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

Support for Learning Disabilities
• Respond: www.respond.org.uk
• Mencap: www.mencap.org.uk

Domestic Abuse
• Refuge: www.refuge.org.uk
• Women’s Aid: www.womensaid.org.uk
• Men’s Advice Line: www.mensadvice.line.org.uk
• Mankind: www.mankindcounselling.org.uk
• Domestic abuse services: http://www.domesticabuseservices.org.uk

Honour based Violence
• Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage

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

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

Radicalisation and hate
• Educate against Hate: www.educateagainsthate.com
• Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
• True Vision: www.report-it.org.uk
Appendix 1: Responsibilities of the Governing Body and the Headteacher

The Governing body has the responsibility to ensure:

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCMP training in inter-agency working, in addition to basic child protection training
- The school has an up-to-date child protection policy which is consistent with KSCMP requirements, reviewed annually and made available to parents on request
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place
- There is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff, receive safeguarding training
- That all temporary staff and volunteers are made aware of the school’s arrangements for safeguarding.
- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- That the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher.
- That children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher has the responsibility to ensure:

- That the child protection policy and procedures are implemented and followed by all staff
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings
- That all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school’s whistle blowing procedures
- That children’s safety and welfare is addressed through the curriculum

Appendix 2: Categories of Abuse

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both wholly online and/or offline and be perpetrated by men, women and children. All members of staff should read and understand part one of ‘Keeping Children Safe in Education’ 2020 and staff who have direct contact with pupils should also read annex A.

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.

**Signs that MAY INDICATE Sexual Abuse**
- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

**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.

**Signs that MAY INDICATE physical abuse**
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

**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.
Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 3: Specific Safeguarding Issues
(Further issues and information available in Annex A of Keeping Children Safe in Education 2020)

Children Missing Education

St Michael’s Prep School recognises that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. St Michael’s Prep School is aware that a child going missing from education is a potential indicator of abuse or neglect.

St Michael’s Prep School has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. 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.

**Child Sexual Exploitation (CSE)**

St Michael’s Prep School identifies that 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.

St Michael’s Prep School is aware that 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 may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, 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 or recognise this as abusive.

Every member of staff at St Michael’s Prep School recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks.

**‘Honour based’ violence**

Members of staff at St Michael’s Prep School are aware that ‘Honour-based’ violence (HBV) encompasses a range of 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.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

All members of staff will follow the school and KSCMP procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

**Forced Marriage**

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

**Female Genital Mutilation (FGM) mandatory reporting duty**

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 a good reason not to, they should also still consider and discuss any such case with the DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure
by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

**Summary of the FGM mandatory reporting duty**

**Radicalisation**

St Michael’s Prep School recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

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.

St Michael’s Prep School will ensure all staff complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing 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. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at St Michael’s Prep School 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 members of the community at St Michael’s Prep School will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalisation and extremism can be found in the school’s online safety policy.

### Prevent Duty Advice / Support:
Stuart Dodd, Kent Police
stuart.dodd@kent.pnn.police.uk
Special Branch Prevent Officer
Contact for Channel channel@kent.pnn.police.uk

<table>
<thead>
<tr>
<th>External 01622 604161</th>
<th>Internal 03-2161</th>
<th>Mobile 07807 340241</th>
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</thead>
<tbody>
<tr>
<td>DfE dedicated phone line 020 7340 7264</td>
<td><a href="mailto:Counterextremism@education.gsi.gov.uk">Counterextremism@education.gsi.gov.uk</a></td>
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</tr>
</tbody>
</table>

**Appendix 4: Keeping yourself safe when responding to disclosures**

**(the 6 R’s – what to do if...)**

1. **Receive**
   - Keep calm
   - Listen to what is being said without displaying shock or disbelief
   - Take what is being said to you seriously
   - Note down what has been said

2. **Respond**
   - Reassure the pupil that they have done the right thing in talking to you
• Be honest and do not make promises you cannot keep e.g. “It will be alright now”
• **Do not promise confidentiality;** you have a duty to refer
• Reassure and alleviate guilt, if the pupil refers to it e.g. “you’re not to blame”
• Reassure the child that information will only be shared with those who need to know

3. **React**
• React to the pupil 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 pupil may have affection for him/her
• Do not ask the pupil 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 brief notes at the time on any paper which comes to hand and write them up as soon as possible
• Do not destroy your original notes
• Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
• Record statements and observable things rather than your interpretations or assumptions

5. **Remember**
• Contact the designated safeguarding lead (DSL)
• The DSL may be required to make appropriate records available to other agencies
• **KSCMP:** [www.KSCMP.org.uk](http://www.KSCMP.org.uk)

6. **Relax**
Get some support for yourself, dealing with disclosures can be traumatic for professionals
### Education Safeguarding Service – July 2019

<table>
<thead>
<tr>
<th>Head Office: Room 2.30 Sessions House County Hall Maidstone ME14 1XQ</th>
</tr>
</thead>
</table>
| Claire Ray  
Head of Service | 03000 415788 |
| Peter Lewer  
Training & Development Manager | 03000 418707 |
| Online Safety | 03000 415797 |

**For advice on safeguarding issues please call your area office on the numbers listed below.**

If a child may be at risk of **imminent harm** you should call the Integrated Front Door on **03000 411111** or the Police on **999**

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact Number</th>
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<tbody>
<tr>
<td>Ashford</td>
<td>03000 415648</td>
</tr>
<tr>
<td>Canterbury</td>
<td>03000 418503</td>
</tr>
<tr>
<td>Dartford</td>
<td>03000 412445</td>
</tr>
<tr>
<td>Dover</td>
<td>03000 415648</td>
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<tr>
<td>Folkestone &amp; Hythe</td>
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<tr>
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<td>Sevenoaks</td>
<td>03000 412445</td>
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<td>03000 418503</td>
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<tr>
<td>Thanet</td>
<td>03000 418503</td>
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<tr>
<td>Tonbridge &amp; Malling</td>
<td>03000 412284</td>
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<tr>
<td>Tunbridge Wells</td>
<td>03000 412284</td>
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</tbody>
</table>

**Integrated Front Door: 03000 411111 (outside office hours 03000 419191)**

**Early Help Contacts** (district teams) can be found on  [www.kelsi.org.uk](http://www.kelsi.org.uk)