



# Safeguarding

Policy, Procedure and Guidance

# St Joseph's Catholic Primary Broadstairs

**Key contact personnel in School: Linda Briggs**

**Designated Safeguarding Lead(s): Linda Briggs  
Kay Millership**

**Named Safeguarding Governor: John Darby**

**All staff, governors and other volunteers should have access to this policy and sign to the effect that they have read and understood its content.**

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*“I have come so that they may have life and have it to the full” John 10:10*

## Introduction

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 2016 (KCSIE)
- Working Together to Safeguard Children 2015 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Online Safeguarding Children Procedures (2014)

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.

## Contact details for other key personnel

### Contact details for Kent County Council’s Education Safeguarding Team (EST) and Local Authority Designated Officers (LADOs):

Mike O’Connell **East Kent:** Brook House, Reeves Way, Whitstable, Kent, CT5 3SS  
03000 41 85 03

### Contact details for Kent Catholic Schools’ Partnership Designated Safeguarding Leads:

#### Lead Director:

**Germaine Campbell**

Email: [kcsp@kcsp.org.uk](mailto:kcsp@kcsp.org.uk)

Telephone: 01622 232662

#### Lead Officer:

**Clive Webster, Chief Executive Officer**

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## Aims of this policy

Kent Catholic Schools’ Partnership (KCSP) and St Joseph’s recognise the importance of providing a Christian ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be

listened to. All those directly connected (staff, governors, clergy, other volunteers, parents, carers, families and pupils) have an essential role to play in making it safe and secure.

We recognise that children and young people who are abused, at risk of abuse or witness violence are likely to be affected deeply; e.g., showing low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in their lives.

St Joseph's will ensure the welfare and safety of all pupils through:

- Placing children's welfare as our paramount concern
- welcoming, listening to and speaking with children at all times in a manner that leaves them feeling loved, valued and cared for
- ensuring the content of the curriculum includes social, emotional, psychological and spiritual aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might/can talk to
- providing suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a growing sense of always being valued and heard in their own right
- ensuring all steps are taken to maintain site security and pupils' physical safety
- ensuring that all adults within our school who have access to children have been checked as to their suitability
- working with parents and carers to build an understanding of their and the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse or risk of abuse, and are aware of the school's procedures and lines of communication, and individual staff responsibilities within those
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals in a timely manner

- developing effective, supportive and swift liaison with other agencies.

## The Management of Safeguarding

### *Roles and Responsibilities*

Schools form part of the wider safeguarding system for children and therefore, everyone who comes into contact with children and their families has a role to play in safeguarding children. **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

**All staff, clergy and volunteers have a responsibility to:**

- raise **any** concerns about children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm with the Designated Safeguarding Lead(s) or Deputy Designated Safeguarding Lead without delay. The DSL or Deputy DSL will take appropriate the action
- provide a safe environment in which children can learn.

**The Designated Safeguarding Lead/s (DSL/s) have overall responsibility for the day to day oversight of safeguarding and child protection systems in school. This includes:**

- acting as a consultant for staff, volunteers and clergy to discuss concerns
- maintaining a confidential recording system regarding individual children
- making immediate and on-going assessments of potential risk
- putting in place an appropriate back-up accessibility protocol for times when the DSL/s are unavailable
- co-ordinating safeguarding action for individual children
- liaising with other agencies and professionals
- ensuring that locally established procedures are followed and making referrals as necessary
- 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 Early Help/Child in Need/Child Protection plans
- ensuring that safeguarding training for all school staff, clergy and volunteers is kept up to date
- ensuring that all staff, volunteers and clergy have read and are familiar with the appropriate level of safeguarding guidance
- consulting with the KCC Area Education Safeguarding Adviser to help with any decision making about a particular child. Advice may also be sought from KCC's Early Help

Coordination Team or Specialist Children's Services (SCS) Duty Social Workers who offer opportunities for consultation as part of the Child in Need/Child Protection process.

- producing data and information for a termly report for the Local Governing Body and the Trust Board regarding the monitoring and adherence to this safeguarding policy

**The Trust Board will:**

- ensure that a model Safeguarding policy is updated and reviewed annually and made available to schools for their use
- receive termly incident reports from Local Governing Bodies regarding the monitoring and adherence to this safeguarding policy.

**The Lead Safeguarding Governor will ensure that:**

- this policy is effective and interlinks with related policies
- locally agreed procedures are in place and being followed
- the policy and structures supporting safeguarding children are reviewed annually in line with the KCSP policy
- the training provision is adequate for DSL and all staff, clergy and volunteers who work in the school.
- A termly incident report is produced for the Trust Board regarding the monitoring of and adherence to of this safeguarding policy.

**The School Leadership Team and the Local Governing Body will:**

- ensure that the DSL is properly supported in this role in respect of both dedicated time and resources to deliver the role effectively, and check that required actions have been taken
- ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family
- will work to establish strong and co-operative relationships with relevant professionals in other agencies
- the Head Teacher will ensure the DSL provides an annual report to the Local Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

## Procedures

St Joseph's adheres to the Kent Local Safeguarding Children Board (Kent LSCB) Safeguarding Children Procedures (2014). The full Kent LSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the their website [www.kscb.org.uk](http://www.kscb.org.uk).

Where a child lives outside of Kent the school will follow the procedures for that area's Local Safeguarding Children's Board.

**All staff, clergy and volunteers** have read and understood Part one of the DfE guidance "*Keeping Children Safe in Education*" that covers essential Safeguarding information.

Additional guidance (listed below) can be found in (Staff room; Headteacher's Office ):

*'What to do if you are Worried About a Child Being Abused' (DfE 2015)*  
*Information Sharing advice for safeguarding practitioners (2015)*  
*Kent and Medway Inter-Agency Threshold Criteria for Children in Need*  
*The Assessment Framework for Children in Need and their Families (2000)*

## **Referrals**

New referrals to Services will be made using the agreed processes; i.e. the Early Help Notification form or inter-agency referral form for referrals to Specialist Children's Services. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. 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 KCC Duty Team. Concerns for children who are already known to Services will be passed to the allocated worker/Team.

Where a child lives outside of Kent the school will follow the referral procedures for that area.

## **What do in the absence of the school's DSL or Deputy DSL**

In the absence of the availability of the school's own DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguarding Team 03000 41 85 03

## **What to do if you remain concerned about a child**

On occasion, a member of staff, clergy or volunteer may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff or volunteers should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If in following this process, the staff member or volunteer remains concerned that appropriate action is not being taken, it is the responsibility of that staff member or volunteer to seek further direct consultation from either a member of the Education Safeguarding Team (number above) who will be able to discuss the concern and advise on appropriate action to be taken.

## **Child/ children missing education**

Schools have a duty to inform their local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for more than 10 days. The full procedure, as



circulated by KCSP in April 2016 in consultation with the local authority, can be found on the school's website [www.st-josephs-broadstairs.kent.sch.uk](http://www.st-josephs-broadstairs.kent.sch.uk)

Parents and carers can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website [www.st-josephs-broadstairs.kent.sch.uk](http://www.st-josephs-broadstairs.kent.sch.uk)

## Induction and training

All school-based staff and volunteers will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DSL in line with government, local and diocesan guidance that currently requires this to be updated annually .

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

The Head Teacher 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 and at least every 2 years as required by guidance.

The DSL will ensure that all new staff, volunteers and clergy are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A [Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff](#) sheet is available to be given to staff, volunteers and clergy to support this process.

## Record keeping

Staff, volunteers and clergy must record any welfare concern that they have about a child or young person on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

A set of Incident/concern forms are kept *in the staffroom*.

Safeguarding records are kept separate from all other records relating to the child or young person in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only. **In the event that the DSL or Deputy DSL is unavailable and urgent access is needed, a secure accessibility protocol is in place.**

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

Detailed guidance on Record Keeping is found in a separate document "[Guidelines for Recording Keeping](#)" – Staff, volunteers and clergy MUST familiarise themselves with the responsibilities outlined in this document.

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

## **Allegations against members of staff and volunteers**

St Joseph's recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher 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. **If there are any concerns about the Head Teacher these will be referred to the Chair of the Local Governing Body who will contact the Local Authority Designated Officer (LADO) and inform KCSP's Designated Lead Officer (currently the Chief Executive) immediately.**

**All staff and volunteers need to be aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.** A copy of the Whistleblowing procedure is in all Safeguarding files and on the school's website at: **[www.st-josephs-broadstairs.kent.sch.uk](http://www.st-josephs-broadstairs.kent.sch.uk)**

For specific guidance on how to respond to allegations against staff or volunteers, please refer to the "**Procedures for Managing Allegations Against Staff**" which can be found in the staffroom and on the school's website at **[www.st-josephs-broadstairs.kent.sch.uk](http://www.st-josephs-broadstairs.kent.sch.uk)**

### ***Allegations against members of the clergy***

In addition to necessary notification to the local authority in line with the above procedures, if an allegation is made against a member of the clergy or a member of a religious order, linked to an educational establishment, the Designated Safeguarding Lead will also notify the Diocesan Safeguarding Officer who will take a lead role for the Diocese in any investigation.

## **Working with other agencies**

St Joseph's recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children and young people'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 the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise a crucial part of this may be in supporting the child while these take place.

## Confidentiality and information sharing

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

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. 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 or volunteer, may be highly significant to a bigger picture of risk.

All staff, volunteers and clergy must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on dealing with disclosures can be found in the document "Child Protection - Dealing with Disclosures in School" and in Appendix 2. DfE Guidance on Information Sharing (published March 2015) provides further detail.

### *Disclosure of concerns to parent/carer*

In all but the most exceptional circumstances, parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to.

## Curriculum and staying safe

St Joseph's will use the curriculum to provide opportunities for increasing self awareness, self esteem, social, emotional, psychological and spiritual understanding, assertiveness and decision

making so that pupils 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 and young people to talk to a range of staff, volunteers and clergy. Pupils at St Joseph's will be listened to and heard and their concerns will be taken seriously and acted upon promptly and appropriately.

Specific systems outside of expected day to day classroom interaction and support include Anti-Bullying Policy; Pals and PuPs support; School Council; SMSC and EPR curriculum; Assemblies; Circle Time.; IT Safety Policy; Photographic Policy).

## Online safety

It is recognised that the use of new technologies presents particular challenges and risks to children and young people both inside and outside of school. St Joseph's will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and carers, and the school community (including all members of staff, volunteer and the clergy) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's **Online Safety policy** which can be found [www.st-josephs-broadstairs.kent.sch.uk](http://www.st-josephs-broadstairs.kent.sch.uk)

## Supervision and support

Any member of staff, volunteer and the clergy affected by issues arising from concerns for children's welfare or safety can seek support from the DSL, Head Teacher or, if necessary, the designated lead governor who will seek advice as appropriate.

All newly qualified teachers, classroom assistants and volunteers receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff, clergy, volunteers, and parents and carers in touch with outside agencies for professional support if they so wish.

## Safe working practice

Staff are required to work within clear Guidelines on Safe Working Practice/the school's Code of Conduct [KCSP Code of Conduct to be developed and used].

Children and young people may make allegations against staff or volunteers in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all

school staff, volunteers and clergy 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/carers 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, volunteers and clergy should be aware of the school's **Behaviour Management and Physical Intervention Policy** 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** (2015) which can be found On Staff Shared Area/Policies

Staff, volunteers and clergy 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** and the **Kent Safeguarding Children's Board document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People**.

## Complaints

The school has a **Complaints Procedure** [KCSP Complaints policy to be used] available to parents/carers, pupils/students, staff, volunteers and clergy who wish to report concerns. This can be found **[www.st-josephs-broadstairs.kent.sch.uk](http://www.st-josephs-broadstairs.kent.sch.uk)**

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

## Safer recruitment

St Joseph's is committed to ensure that all steps are taken to recruit staff, volunteers and clergy who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Local 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.

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

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. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414345/disqual\\_stat-guidance\\_Feb\\_15\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf)

## The use of school premises by other organisations

Where contracted services or activities are provided separately by another body using the school premises, the Head Teacher and Local Governing Body will ensure that these bodies have appropriate policies and procedures in place with regard to safeguarding children and young people, and child protection, and that relevant safeguarding checks have been made in respect of staff, volunteers and clergy and that there are arrangements in place to link with the school on such matters. Evidence of relevant safeguarding checks being in place will be sought by the school's DSL before agreeing the use of school premises. Such considerations will be made explicit in any contract of service level agreement. If assurance is not achieved, an application to use premises will be refused.

## Security

All staff, volunteers and clergy have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Appropriate checks will be undertaken in respect of visitors 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. 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/carer 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. Staff and visitors all wear identification badges or stickers.

## Arrangements for review, monitoring and evaluation

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

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the Local Governing Body with consequent action.

In addition, the school's designated safeguarding lead will monitor the operation of this policy and its procedures, and will make termly briefings and an annual report to the Local Governing Body. Termly incident reports will be made to the Trust.

The Local Governing Body, led by the designated lead governor, will undertake an annual review of this policy and how their duties under it have been discharged. The LGB will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

Prior to any review of the policy, feedback will be sought by the designated governor from the DSL, staff, volunteers, parents/carers and pupils on the effectiveness of the policy.

## Related safeguarding information, policies and procedures

### *Child Sexual Exploitation (CSE)*

**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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Further advice and guidance can be found on the [Kent Safeguarding Children Board website](#).

### ***Female Genital Mutilation (FGM)***

All members of staff and volunteers need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. 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. 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. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### ***Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behavior***

Exposure of children 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.

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

All staff and governors should complete 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 Designated Safeguarding Leads should also attend additional training which includes further information on the Prevent Duty which must be recorded on the Single Central Record.



## ***Further information, polices and procedures***

There are a large number of related safeguarding information/policies that the DSL/s, school leadership team and lead safeguarding governor are aware of and to which it will ensure that staff, volunteers and clergy have due regard, as appropriate, alongside this policy:

### **KCSP Policies and Procedures**

- Child missing from education
- Child missing from home or care
- Secure Accessibility Protocol (not yet available)
- Health and Safety Policy
- Procedures for Managing Allegations Against Staff (not yet available)
- Whistle-Blowing Policy
- Code of Conduct for Staff (not yet available)

### **Policies and guidance documents for academies**

- Online safety policy
- Behaviour management policy
- Guidelines for the use of physical intervention
- School drug policy
- Fabricated or induced illness
- School drug policy
- Racism/Anti-racism policy
- Bullying including cyber bullying/Anti-Bullying Procedure
- First Aid and Accident Policies
- Procedures for Assessing Risk (re school trips)
- Gangs and youth violence
- Intimate care guidance

**Copies of the above documents are available to access via the school website  
[www.st-josephs-broadstairs.kent.sch.uk](http://www.st-josephs-broadstairs.kent.sch.uk)**

***Further Information and guidance documents on the following areas is available on the KCC 'Kelsi' website or the gov.uk website***

- Faith abuse
- [Searching, screening and confiscation](#)
- [Guidelines for Safeguarding Record Keeping in schools](#)
- [Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff](#)
- [Dealing with Disclosures in School](#)
- Guidance on the Use of Photographic Images

- Female genital mutilation
- Forced marriage
- Prevent (Radicalisation and extremism)
- Child sexual exploitation
- Gender-based violence/violence against women and girls (VAWG)
- DOH (2009) “Safeguarding Disabled Children – Practice Guidance”
- Teachers Standards 2012
- Guidance for Safer Working Practice for Adults who Work with Children and Young People
- KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Safer Recruitment Guidelines
- Domestic violence
- Mental health
- Sexting
- Teenage relationship abuse
- Trafficking

## Guidance

### *Recognition and categories of abuse*

All staff, volunteers and clergy in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to Part 1 of ‘Keeping Children Safe In Education’ and ‘What to do if you are worried a child is being abused’.

Staff, volunteers and clergy need to remember that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation (FGM), children may be taken out of the country to be abused. They may be abused by an adult or adults, or another

child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children and young people may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children and young people also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

## *Appendix 1 - Extract from "Keeping Children Safe in Education Part 1". DfE, 2016.*

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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, 12 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.

**Further information on 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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Further information on 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. 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. 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, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

**Further information on Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behaviour**

Exposure of children 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.

Every member of staff at St Joseph's recognises that children and young people exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

All staff, volunteers and governors should 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 Designated Safeguarding Leads should also have attended additional training which includes further information on the Prevent Duty.

*Appendix 2 – Local guidance on dealing with disclosures (The 6 Rs). KCC. 2015.*

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

**1. Receive**

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Note down what has been said

**2. Reassure**

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep eg “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 eg “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. 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 member of staff
- The designated teacher may be required to make appropriate records available to other agencies
- KSCB

**6. Relax**

- Get some support for yourself

*June 2015 (Kel Arthur, Education Safeguarding Lead, KCC)*