

## The Canterbury Academy Trust Schools for all the Talents



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Number of pages	24

*In partnership with Simon Langton  Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents*

**Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community**

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## 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’s statutory guidance for schools and colleges ‘Keeping Children Safe in Education’ September 2021,
- Keeping Children Safe in Education – Information for all school and college staff’ September 2021,
- **Working Together to Safeguard Children March 2018,**
- **Keeping Children Safe in Education: childcare disqualification requirements – supplementary advice DFE 2018. Disqualification under the childcare Act 2006 – statutory guidance for schools and colleges,**
- **The school will also refer to the Kent and Medway Safeguarding Children Procedures online updated October 2019**

‘Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children’. Working together to safeguard children March 2013

‘Everyone who works with children - including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers - has a responsibility for keeping them safe’.

**Working together to safeguard children March 2015**

The Board of Directors and staff of The Canterbury Academy Trust take seriously our responsibility under Section 175 Education Act 2002 (Section 157 for independent schools) to safeguard and promote the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our schools to identify, assess, and support those children who are suffering harm.

### **Ofsted’s definition of safeguarding**

1. Ofsted adopts the definition used in the Children Act 2004 and in ‘Working together to safeguard children’. This can be summarised as:
  - protecting children from maltreatment
  - preventing impairment of children’s health or development
  - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
  - taking action to enable all children to have the best outcomes.

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2. Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:
  - pupils' health and safety
  - the use of reasonable force
  - meeting the needs of pupils with medical conditions
  - providing first aid
  - educational visits
  
3. Safeguarding can involve a range of potential issues such as:
  - bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
  - racist, disability, and homophobic or transphobic abuse
  - radicalisation and extremist behaviour
  - child sexual exploitation
  - sexting
  - substance misuse
  - issues that may be specific to a local area or population, for example gang activity and youth violence
  - particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage, child trafficking, missing persons, gang exploitation.

This policy should thus be understood alongside school policies on related safeguarding issues.

This policy will be reviewed on an annual basis by the Safeguarding committee, which has responsibility for oversight of the Trust's safeguarding and child protection systems. The Designated safeguarding Lead or relevant Head of School will ensure regular reporting on safeguarding activity and systems within the school to the Local Governing Bodies. The Directors/governors will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

The Trust is a community and all those directly connected (staff, directors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments contributing to this process.

## **ETHOS**

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The Canterbury Academy Trust recognises the importance of providing an ethos and environment within the schools 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.

We recognise that children who are abused or witness violence are likely to have 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. Our schools may be the only stable, secure and predictable element in their lives.

There is no place for extremist views of any kind in The Trust community, whether from internal sources – pupils, staff, directors or governors, or external sources – Trust community, external agencies or individuals. Our pupils see our Trust as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

The Canterbury Academy Trust will endeavour to support the welfare and safety of all pupils through:

- maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to
- providing suitable support and guidance so that students 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 sense of being valued and heard in their own right
- ensuring all steps are taken to maintain site security and students' physical safety
- working with parents to build an understanding of the Trust'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 and are aware of the Trust's procedures and lines of communication
- 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

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- developing effective and supportive liaison with other agencies
- the Ethos and Engagement team meet to discuss students that are having problems accessing education; this could be through illness, learning difficulties, behavioural issues, family problems etc. Students are monitored and appropriate support put in place as and when needed with tight timescales adhered to
- each meeting having a wide range of staff from learning and pastoral teams with valuable knowledge of the students, ensuring a holistic approach.

## RESPONSIBILITIES

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in within the Trust, Including:

- 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
- acting as a consultant for staff to discuss concerns
- maintaining a confidential recording system
- representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- managing and monitoring the Trust's part in Early Help/ Child in Need / Child Protection plans
- organising training for all Trust staff

The Board of Directors and school leadership team will ensure that the DSL is properly supported in this role at a time and resource level.

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

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

## SAFEGUARDING AND CHILD PROTECTION PROCEDURES

The Canterbury Academy Trust adheres to the local KSCB Safeguarding Children Procedures October 2020.

The Canterbury Academy Trust meets the NSPCC Safeguarding Standards

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***Additional extended KSCB procedures relating to specific safeguarding issues can be found on the KSCB website [www.kscb.org.uk](http://www.kscb.org.uk)***

It is the responsibility of the DSL to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with parents/carers in most cases) on the appropriateness of referrals to partner agencies and services. To help with this decision she/he may choose to consult with the Area Children's Officer (Safeguarding). Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services or other services is made.

Such referrals might include referral to Children's Social Services as either Child Protection or Child in Need; to Police where there are potential criminal issues; referral to Early Help or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc. Referrals to Children's Social Services will be made using Kent's inter-agency referral form and with reference to the Kent and Medway 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 County Duty Team. All referrals are now made via the County Duty Team / KCAS.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.

Contact should always be through the DSL first point of contact for the relevant location (listed on page one of this policy), in their absence to discuss an immediate and urgent concern, advice should be sought by an alternative staff member named on the list.

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

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify further progress with the DSL (although they should not expect to be given confidential detail); so that they can reassure themselves the child is safe and their welfare is being considered. If, following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Children's Safeguards Team or the local Children's Social Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

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The Trust has nominated directors for safeguarding named on the front of this document. The nominated directors will take the lead role in ensuring that the Trust has an effective policy, which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

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

### **Recognition and categories of abuse:**

All staff in the Trust 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 are found in Appendix 1 of this document.

Indicators and signs of abuse are listed in the leaflet '*Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff*' **September 2020** available to all staff on the staff room notice board. Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

### **INDUCTION AND TRAINING**

All school-based staff will be offered an appropriate level of safeguarding training (to include internal Trust procedure and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice) and must undergo refresher training every three years. The nominated directors should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Board of Directors.

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

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The Personnel Team will ensure that all new staff and volunteers are appropriately inducted as regards the Trust's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

The training and development team will provide the safeguarding committee with an annual report detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

## **RECORD KEEPING**

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be reported to the DSL. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base, which can also be quoted. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis. Staff must record any welfare concern that they have about a child on a safeguarding incident/concern form (with a body map where injuries have been observed) to be passed to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

### **Information to be recorded:**

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

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

Written information should be passed to the DSL. The Executive Principal and appropriate Head of School should always be kept informed of any significant issues.

### **Storage of Records:**

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

Incident/concern forms are kept on the staff intranet, located on Share Point for staff to download and use or they can be obtained from the staff room at the primary school; from the DSL in room 42a or from the child protection noticeboard in the staff room at The Canterbury Academy Secondary Phase; from room E3 in the Sixth form and in City and Coastal College, at Riverside, Grosvenor House and Phoenix House, these forms can be found in the main office.

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

An overview of all safeguarding concerns, incidents and referrals is kept on a secure, confidential spreadsheet, only accessible by specific staff. This is updated as and when incidents occur and are reviewed on a regular basis by the DSL and shared with directors, with individual detailed records, statements and other evidence kept by key staff on a daily basis. This is for information purposes only and does not replace the need to keep full and accurate records of all incidents.

## **ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS**

The Canterbury Academy Trust 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 Executive Principal/appropriate Head of School who will first contact the Area Children's Officer - Children's Safeguards Team (who fulfils the Local Authority Designated Officer (LADO) function) to agree further action to be taken in respect of the child and staff member.

**All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

For specific guidance on how to respond to allegations against staff, please refer to the '*Procedures for Managing Allegations Against Staff*' which can be found on the school intranet or '*Whistleblowing Procedures*', also available on the school intranet.

## **WORKING WITH OTHER AGENCIES**

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

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Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

The Canterbury Academy Trust recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and CAF Teams around the child.

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

### **CONFIDENTIALITY AND INFORMATION SHARING**

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

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

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this MUST be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

### **CURRICULUM AND STAYING SAFE**

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

The Canterbury Academy Trust will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. These sessions are delivered in a variety of ways, which include through the curriculum in the classroom as part of lessons, core lessons, assemblies and bespoke sessions. Systems have been established to support the empowerment of children to

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talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at The Canterbury Academy Trust will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day to day classroom interaction and support include counselling, mentoring, group work with outside agencies and school staff, one to one interactions with support agencies.

### **E-SAFETY AND NEW TECHNOLOGY**

The internet and related technologies have created new opportunities for creativity and communication. However, with this have come new concerns about sexual grooming of children, cyberbullying, access to extremist websites and inappropriate material.

The CEOP button is on the front home page of The Canterbury Academy Trust website for students to report any online abuse or suspicions of abuse immediately.

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

The Canterbury Academy Trust will do all it can to educate students on the safe use of modern technologies, including the production and distribution of electronic images and messages. In line with the safeguarding policy's guidance on searching, screening and confiscating student's belongings, modern technologies will be subject to such searches and should any evidence be found, parents/carers will be contacted and where necessary, the appropriate professional agencies will be referred to.

### **SUPERVISION AND SUPPORT**

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

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

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

### **SAFE WORKING PRACTICE**

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

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all Trust staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail, mobile phones, texting, social network sites).

## **COMPLAINTS**

The Trust has a Complaints Procedure available to parents, pupils/students and staff who wish to report concerns. This can be found on the school intranet and website.

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

## **SAFER RECRUITMENT**

The Canterbury Academy Trust is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Board of Directors and Trust 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 Board of Directors will ensure that the Executive Principal/ relevant Head of School and other senior staff responsible for recruitment complete accredited Safer Recruitment Training in line with government requirements.

## **THE USE OF TRUST PREMISES BY OTHER ORGANISATIONS**

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

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## SECURITY

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

Appropriate checks will be undertaken in respect of visitors and volunteers coming into The Trust 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 The Trust site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The Trust will not accept the behaviour of any individual (parent or other) that threatens the trust 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 trust site.

The Trust works closely with a variety of partners, such as the police, other local schools and colleges and other local networks to help identify broader security risks and the impact it could have on our day to day operation.

There are a number of mechanisms available to support young people, parents and the local community in sharing information. Anonymous reporting can help to support a culture where young people can be encouraged and, without fear of recrimination, feel safe to raise concerns for adults to pick up and take action on. Contacting the police, can be through phoning 999 emergency; 101 non-emergency; social media or online

### **Links with the Police and the Youth Community Officer**

Incidents are reported through Kent on-line. There are two options; the first is for intervention, through the Youth Community Officer, the second is to report a crime, which will be logged and given a reference number.

The Youth Community Officer is in regular contact with the school and follows up on any anti-social behaviour within the local area. The Youth Community Officer will come in and speak with students to give 'words of advice' either with an individual student or with a small group, in addition to this they offer support with home visits, on occasions accompanying school staff.

Other related policies: Emergency plans, dangerous intruder, risk register, risk assessments, behaviour policy and health and safety

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**APPENDIX 1 - DEFINITIONS OF ABUSE**

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

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

**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 nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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## **APPENDIX 2 - OUT OF HOURS SAFEGUARDING PROCEDURE**

Refer to Child Protection Guidelines for Staff If  
a child starts to disclose abuse:

- reassure the child that he/she is right to 'tell' and is not to blame

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- DO NOT promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you do this
- DO NOT question the child; let him/her tell you what they want to tell you and no more; they may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations.
- when the child has finished, make sure she/he feels secure; explain what you are going to do next
- write down notes, including the date and time of the interview and sign them; record as much as you can remember, using the child's own words

If you consider a child is at risk of significant harm, one of the following must be contacted.

1. On duty member of staff for Child Protection (see rota held at main reception).
2. If no member of staff is available please contact social services directly on – 03000 411111, and ask for a consultation. Take a consultation number to put on the written referral. The Child Protection Officer should refer to the list of current child protection and CAF referrals in the brown envelope within the pack.
3. Inform a member of the senior leadership team as soon as possible or Dom Etheridge H.R. Manager on 07886681729.
4. If a referral to children's Social Services is requested, complete a written referral and e-mail to [central.duty@kent.gov.uk](mailto:central.duty@kent.gov.uk).
5. Refer to flow charts in Safeguarding Pack held at main reception for advice.

### **Appendix 3: SPECIFIC SAFEGUARDING ISSUES:**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. The following specific safeguarding issues, (Keeping Children Safe in Education, September 2019, include

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## **CHILDREN MISSING IN EDUCATION:**

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. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Staff at The Academy Trust should follow the Trust's procedures for dealing with children that go missing, 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.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils are placed on both registers.

The Trust WILL inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of the Trust by their parents and are being educated outside the Trust system e.g. home education;
- have ceased to attend the Trust and no longer live within reasonable distance of the school within the Trust at which they are registered;
- have been certified by a medical officer as unlikely to be in a fit state of health to attend a school within the Trust before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend a school within the Trust after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, ▪ have been permanently excluded.

The local authority will be notified when The Canterbury Academy Trust is to delete a pupil from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that The Canterbury Academy Trust complies with this duty, so that the local authority can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

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**All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Trust and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).**

Further information can be found at

<https://www.kscmp.org.uk/guidance/missing-children>

### **CHILD SEXUAL EXPLOITATION:**

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

If there is suspicion that a young person is being sexually exploited, this must be immediately reported as a child protection issue, to the appropriate member of staff, full further guidance can be found at

<http://www.kscb.org.uk/guidance/sexual-abuse-and-exploitation>

### **Female Genital Mutilation:**

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

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.

### **Indicators:**

There is a range of potential indicators that a girl may be at risk of FGM. 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](#) , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

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Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

### **Actions:**

If staff have a concern they should activate The Academy Trust's local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commenced in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. This will be done through The Academy Trust's designated safeguarding lead.

### **Mandatory Reporting Duty:**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. As such, teachers must 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 still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Further information can be found at

<https://www.gov.uk/female-genital-mutilation-help-advice>

### **Preventing Radicalisation:**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

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Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often, combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Trust staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies [must have regard to statutory guidance issued under section 29 of the CTSA 2015](#) ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the

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risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also [published advice for schools on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

## Channel:

Trust staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the trust to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges, which are required to have regard to Keeping Children Safe in Education, 2018, are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

<https://www.kscmp.org.uk/procedures/extremism-and-radicalisation2>

## Gang Exploitation

### Definition

Being part of a friendship group is a normal part of growing up and it can be common for groups of children and young people to gather together in public places to socialise. Belonging to such a group can form a positive and normal part of young people's growth and development. These groups should be distinguished from 'street gangs' for whom crime and violence are a core part of their

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identity, although 'delinquent peer groups' can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with the serious violence of a gang. If there is suspicion that a young person is being exploited this must be immediately reported as a child protection issue, to the appropriate member of staff, full further guidance can be found

<https://www.kscmp.org.uk/guidance/gang-activity>

## Child Trafficking

*"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;*

If there is suspicion that a young person has been trafficked, this must be immediately reported as a child protection issue, to the appropriate member of staff, full further guidance can be found

<http://www.kscb.org.uk/guidance/trafficking>

## 'Upskirting' law comes into force (April 2019)

The practice typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals and buttocks.

The Voyeurism Act allows this intrusive behaviour to be treated as a sexual offence, and ensure that the most serious offenders are made subject to notification requirements (commonly referred to as the 'sex offenders register' and could lead to a two year prison sentence.

## Sharing nudes and semi-nudes

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

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The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship.<sup>[footnote 4]</sup> It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

All incidents relating to nudes and semi-nudes being shared need to be recorded. This includes incidents that have been referred to external agencies and those that have not. Incidents that have not been reported out to police or children's social care, education settings should record their reason for doing so and ensure it is signed off by the headteacher or setting's manager/leadership team. Please note copies of imagery should not be taken.

Records should be kept in line with statutory requirements set out in Keeping Children Safe in Education, where applicable, and your local safeguarding procedures.

**The advice replaces 'Sexting in schools and colleges: responding to incidents and safeguarding young people' published in 2016 by UKCIS in collaboration with the NPCC and Charlotte Aynsley.**

## **Mental Health**

- All staff should be 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.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, 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.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

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- The Trust can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

### **Peer on peer abuse (child on child)**

- All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
- All staff should understand, that even if there are no reports within The Trust it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Peer on peer abuse is most likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
  - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
  - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

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- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). All staff should be clear as to the school's or college's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

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