

Child Protection Policy for The Federation of Saltwood and Bodsham CE Primary Schools

September 2020 with January 2021 Covid19 addendum

**based on ‘Keeping Children Safe in Education’ DfE
guidance, September 2020**



**THE EDUCATION
PEOPLE**

Using the Child Protection Policy Template: Guidance Notes

Education leaders should ensure their policies and procedures are in line with statutory requirements. '[Keeping Children Safe in Education](#)' (KCSIE) 2020 states that individual schools and colleges should have '*an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum) and be available publicly either via the school or college website or by other means.*' This document will support schools and colleges in creating a child protection policy that is relevant to their communities and reflects the needs and abilities of learners.

The child protection policy should be a working document and as such will need to be reviewed and updated by settings following any changes in national guidance or local policies or processes, on an at least annual basis. Where minor changes are required, for example, adding the name of a new deputy DSL, it is unlikely to be necessary to require the policy be re-ratified.

Leaders and DSLs should adapt the content to include specific local information, named points of contact, as well as specific procedures and expectations, including whether they are an 'Operation Encompass School'. These decisions and details will vary from setting to setting, so this template should be used as a starting framework. It will not be appropriate for educational settings to adopt the templates in their entirety; DSLs and leaders should ensure unnecessary content is removed.

- **Blue font** indicates that the setting should insert relevant information
- **Pink font** highlights suggestions to assist DSLs, leaders and managers in amending sample statements and ensuring content is appropriate for their setting. This content is provided as guidance notes and should not be left in individual policies

Updated content for 2020

The core content for 2020 has been updated to reflect key requirements and principles outlined in KCSIE 2020. Layout changes have been made and additional content has been included in line with KCSIE 2020 and regarding the reopening of schools and settings in response to the Covid-19 pandemic. Where possible, new content is **highlighted in yellow**.

Disclaimer

The Education People make every effort to ensure that the information in this document is accurate and up to date. If errors are brought to our attention, we will correct them as soon as practicable.

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The Federation of Saltwood and Bodsham CE Primary Schools

Child Protection Policy

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

Date written: [September 2020 – addendum January 2021](#)

Date agreed and ratified by [Governing Body: October 2020](#)

Date of next review: [October 2021](#)

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

Key Contacts

	Name	School/College contact information e.g. email/phone number
Designated Safeguarding Lead (DSL)	Paul Newton	01303 266058 – Saltwood 01233 750374 - Bodsham
Deputy Designated Safeguarding Lead	Melanie Nash (Saltwood) Mary Stephen (Bodsham) Debbie Thomas (Bodsam)	As above
Executive Headteacher	Paul Newton	As above
Safeguarding Governor	Penny Marsh	As above

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What to do if you have a welfare concern in [Name of School]

Why are you concerned?

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

Act immediately and record your concerns. If urgent, speak to a DSL first.

- Follow the school procedure – Record on a Green Form
 - Reassure the child
 - Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead (Mr Paul Newton (Executive Head Teacher) Mrs M Nash (Deputy Headteacher, Saltwood) Mrs D Thomas (SENCo, Bodsham), Mrs M Stephen (DHT Bodsham))

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor (03000 414989) or Local Authority Social Worker at the Front Door.

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Learners and Parents:

- Follow school complaints procedures which can be found on the schools' websites

Record decision making and action taken in the learner's child protection/safeguarding file

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

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

1. Introduction and Ethos

- **The Federation of Saltwood and Bodsham CEP Schools** recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at **The Federation of Saltwood and Bodsham CEP Schools** are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- **The Federation of Saltwood and Bodsham CEP Schools** believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- **The Federation of Saltwood and Bodsham CEP Schools** recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our schools children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support**
 - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- **The Federation of Saltwood and Bodsham CEP Schools** expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020.

2. Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE Keeping Children Safe in Education 2020 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' 2019
 - Framework for the Assessment of Children in Need and their Families 2000)
 - Kent and Medway Safeguarding Children Procedures (Online)
 - Early Years and Foundation Stage Framework 2017 (EYFS)
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The way [The Federation of Saltwood and Bodsham CEP Schools](#) is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

3. Definition of Safeguarding

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- The [The Federation of Saltwood and Bodsham CEP Schools](#) acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation
 - Contextual Safeguarding (Risks outside the family home)
 - County Lines
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness

- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- **Serious Violence**
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within 'Keeping children safe in education' 2020)

4. Related Safeguarding Policies

- This policy is one of a series in the [The Federation of Saltwood and Bodsham CEP Schools](#) integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
 - Please note you should amend these details according to your individual documents etc.***
 - Behaviour management, linked to the use of physical intervention
 - Searching, screening and confiscation
 - **Online Safety; Social media and Mobile technology**
 - Anti-Bullying
 - Data protection and Information sharing
 - Image use
 - Relationship and Sex Education (RSE)
 - Personal and intimate care
 - **Health and safety, including plans for school reopening**
 - Attendance
 - Risk assessments (e.g. school trips, use of technology, **school re-opening**)
 - First aid and accidents
 - Managing allegations against staff
 - Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
 - Safer recruitment
 - Whistleblowing

5. Policy Compliance, Monitoring and Review

- **The Federation of Saltwood and Bodsham CEP Schools will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.**
- All staff (including temporary staff and volunteers) **will be provided with** a copy of this policy and part one of KCSIE. **This can be found in the staff area on the school networks and in staffrooms**

- Parents/carers can obtain a copy of the [The Federation of Saltwood and Bodsham CEP Schools Child Protection Policy](#) and other related policies on request. Additionally, our policies can be viewed via the [The Federation of Saltwood and Bodsham CEP Schools website](#) (www.saltwood.kent.sch.uk www.bodsham.kent.sch.uk)
- The policy forms part of our [The Federation of Saltwood and Bodsham CEP Schools development plan](#) and will be reviewed annually by the [governing body](#) which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems to the [governing body](#). The [governing body](#) will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

6. Key Responsibilities

- The [governing body](#) have read and will follow [KCSIE 2020](#).
- The [The Federation of Saltwood and Bodsham CEP Schools](#) has a nominated governor ([or equivalent](#)) for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the [The Federation of Saltwood and Bodsham CEP Schools](#) has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The [governing body](#) and leadership team will ensure that the Designated Safeguarding Lead is supported in their role.

6.1 Designated Safeguarding Lead (DSL)

- The [The Federation of Saltwood and Bodsham CEP Schools](#) has appointed a member of the leadership team ([Paul Newton, EHT](#)) as the Designated Safeguarding Lead (DSL). Additionally, the [school/college](#) have appointed Deputy DSLs ([Melanie Nash, Mary Stephen, Debbie Thomas](#)) who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in [The Federation of Saltwood and Bodsham CEP Schools](#) Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.

- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children
 - **When supporting children with a social worker or looked after children** the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
 - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
 - Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.
 - Represent, or ensure the [The Federation of Saltwood and Bodsham CEP Schools](#) is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the [The Federation of Saltwood and Bodsham CEP Schools](#) role in any multi-agency plan for a child.
 - Be available during term time (during [The Federation of Saltwood and Bodsham CEP Schools](#) hours) for staff in the [The Federation of Saltwood and Bodsham CEP Schools](#) to discuss any safeguarding concerns.
 - **help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and [The Federation of Saltwood and Bodsham CEP Schools](#) leadership staff.**
 - **Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.**
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within [KCSIE \(2020\)](#)

6.2 Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their [The Federation of Saltwood and Bodsham CEP Schools](#) safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- **Know what to do if a child tells them that he or she is being abused or neglected and [understand the impact abuse and neglect can have upon a child.](#)**
- **Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.**
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

6.3 Children and Young People

Children and young people (learners) have a right to:

- **Feel safe, be listened to, and have their wishes and feelings taken into account.**

- Contribute to the development of [The Federation of Saltwood and Bodsham CEP Schools](#) safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

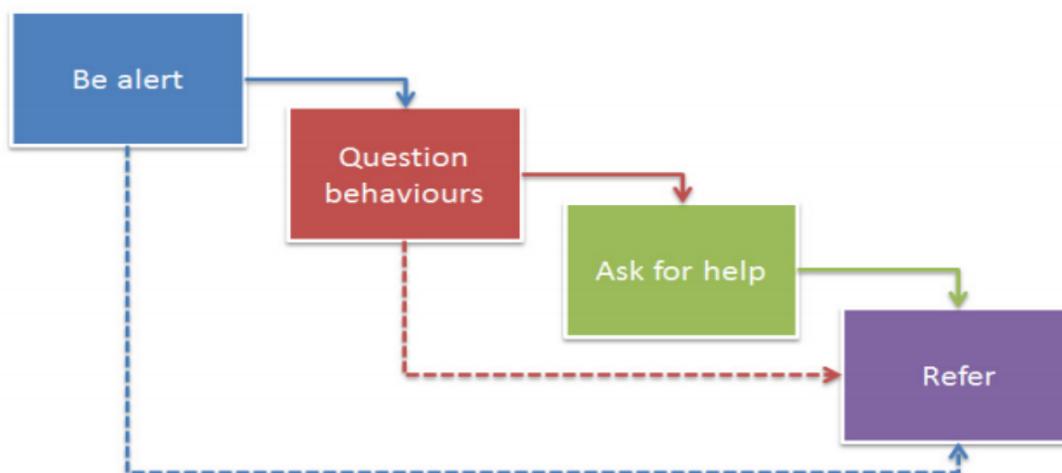
6.4 Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant [The Federation of Saltwood and Bodsham CEP Schools](#) policies and procedures.
- Talk to their children about safeguarding issues with their children and support the [The Federation of Saltwood and Bodsham CEP Schools](#) in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the [The Federation of Saltwood and Bodsham CEP Schools](#) or other agencies.

7. Recognising Indicators of Abuse and Neglect

- All staff in [The Federation of Saltwood and Bodsham CEP Schools](#) are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020. This is outlined locally within the [Kent Support Levels Guidance](#).
- [The Federation of Saltwood and Bodsham CEP Schools](#) recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
 - For further information see Appendix 1.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.
- Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside the [The Federation of Saltwood and Bodsham CEP Schools](#) and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

8. Child Protection Procedures

- [The Federation of Saltwood and Bodsham CEP Schools](#) recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- [The Federation of Saltwood and Bodsham CEP Schools](#) adheres to the Kent Safeguarding Children multi-agency partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://www.kscmp.org.uk/>
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- [The Federation of Saltwood and Bodsham CEP Schools](#) is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- [The Federation of Saltwood and Bodsham CEP Schools](#) recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.

- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
 - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

9. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the [The Federation of Saltwood and Bodsham CEP Schools safeguarding Green Form](#) and pass them without delay to the DSL. A body map will be completed if injuries have been observed.
 - If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- [Green Forms](#) concern forms are kept **in Pupil Record Safeguarding Files located in the Head Teacher's office at each school.**
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. **If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.**
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the [The Federation of Saltwood and Bodsham CEP Schools](#). Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent [The Federation of Saltwood and Bodsham CEP Schools](#) under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

10. Multi-Agency Working

- The Federation of Saltwood and Bodsham CEP Schools recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- The Federation of Saltwood and Bodsham CEP Schools recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

11. Confidentiality and Information Sharing

- The Federation of Saltwood and Bodsham CEP Schools recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The DSL will disclose information about a learner on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- The Federation of Saltwood and Bodsham CEP Schools has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our The Federation of Saltwood and Bodsham CEP Schools is compliant with all matters relating to confidentiality and information sharing requirements. – See the GDPR policy for full details
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).
- DfE Guidance on Information Sharing (July 2018) provides further detail.

12. Complaints

- The Federation of Saltwood and Bodsham CEP Schools has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the website of both schools.

- 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 policy. This can be found [in the staff shared area on the school networks](#).

13. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) which covers safeguarding information for all staff.
 - [The Federation of Saltwood and Bodsham CEP Schools](#) leaders, including the DSL will read the entire document.
 - [The Federation of Saltwood and Bodsham CEP Schools](#) leaders and all members of staff who work directly with children will access annex A within Keeping Children Safe in Education 2020.
 - All members of staff have signed to confirm that they have read and understood KCSIE. **(List how and where this information is kept e.g. single central record).**
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the [The Federation of Saltwood and Bodsham CEP Schools](#) internal safeguarding processes as part of their induction.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates **(list how this will be achieved for example, via email, e-bulletins, staff meetings)** at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third-party staff) will be made aware of the [The Federation of Saltwood and Bodsham CEP Schools](#) expectations regarding safe and professional practice via the staff [behaviour policy/code of conduct and Acceptable Use Policy \(AUP\)](#). **Amend as appropriate.**
- Staff will be encouraged to contribute to and shape [The Federation of Saltwood and Bodsham CEP Schools](#) safeguarding arrangements and child protection policies: **through an open dialogue with senior leaders**
- The DSL and [headteacher](#) will provide an annual report to the [governing body](#) detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the [The Federation of Saltwood and Bodsham CEP Schools](#) has a nominated lead for the [governing body](#) ([Penny Marsh](#)), all members of the [governing body](#) will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in [The Federation of Saltwood and Bodsham CEP Schools code of conduct](#).

- Staff will be made aware of [The Federation of Saltwood and Bodsham CEP Schools](#) behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant [Federation](#) policies including staff behaviour policy, Acceptable Use Policies.

15. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child’s safety or welfare.
- [The Federation of Saltwood and Bodsham CEP Schools](#) will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
- [The Federation of Saltwood and Bodsham CEP Schools](#) will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017. **For schools with early years and foundation stage provision only.**

16. Safer Recruitment

- [The Federation of Saltwood and Bodsham CEP Schools](#) is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
- [The Federation of Saltwood and Bodsham CEP Schools](#) will follow relevant guidance in [Keeping Children Safe in Education 2020](#) (Section 3 ‘Safer Recruitment’) and from [The Disclosure and Barring Service \(DBS\)](#):
- The [governing body](#) and leadership team are responsible for ensuring that [The Federation of Saltwood and Bodsham CEP Schools](#) follows safe recruitment processes outlined within guidance.
- Each school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The [governing body](#) will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

- [The Federation of Saltwood and Bodsham CEP Schools](#) are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Staff are asked to sign a declaration to this effect.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

17. Allegations Against Members of Staff and Volunteers

- [The Federation of Saltwood and Bodsham CEP Schools](#) recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third party staff (including supply teachers) and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child;
 - Means they have committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Any allegations made against staff will be dealt with following the procedures outlined in the Managing Safeguarding Allegations Against Staff Policy

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the [school/college](#) safeguarding regime. The leadership team at [The Federation of Saltwood and Bodsham CEP Schools](#) will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the [headteacher](#) who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the [headteacher](#) staff are advised that allegations should be reported to the [chair of governors](#) who will contact the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
- All members of staff are made aware of [The Federation of Saltwood and Bodsham CEP Schools](#) Whistleblowing Policy. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.

- Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- [The Federation of Saltwood and Bodsham CEP Schools](#) has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our [Federation](#), a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

18. Safeguarding Children with Special Educational Needs and Disabilities

- [The Federation of Saltwood and Bodsham CEP Schools](#) acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDco (Mrs Hannah Keep, Saltwood and Mrs Debbie Thomas, Bodsham) to plan support as required.
- [The Federation of Saltwood and Bodsham CEP Schools](#) will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our [Federation](#) will always consider extra pastoral support for children with SEN and disabilities.

19. Peer on Peer Abuse

- All members of staff at [The Federation of Saltwood and Bodsham CEP Schools](#) recognise that children are capable of abusing their peers. The Federation of Saltwood and Bodsham CEP Schools believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- [The Federation of Saltwood and Bodsham CEP Schools](#) recognises that peer on peer abuse can take many forms, including but not limited to:
 - bullying (including cyberbullying)
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.
- The Federation of Saltwood and Bodsham CEP Schools recognises youth produced sexual imagery (also known as “sexting”) as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
 - We will follow the advice as set out in the non-statutory UKCIS guidance: ‘[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)’ and the local [KSCMP](#) guidance: “Responding to youth produced sexual imagery”.
- When responding to concerns relating to child on child sexual violence or harassment, our Federation will follow guidance outlined in part five of KCSIE 2020 and ‘[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)’.
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated Federation policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by: providing pastoral support and signposting to any relevant external agencies.

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

- The Federation of Saltwood and Bodsham CEP Schools recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Children who go missing for periods of time or regularly come home late
 - Children who regularly miss school or education or do not take part in education
 - Change in friendships/relationships with others/groups
 - Children who associate with other young people involved in exploitation
 - Children who suffer from changes in emotional well-being
 - Significant decline in performance
 - Signs of self-harm/significant change in wellbeing
 - Signs of assault/unexplained injuries

21. Mental Health

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children’s experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

22. Online Safety

The Federation operates a separate Online Safety Policy

23. Curriculum and Staying Safe

- The Federation of Saltwood and Bodsham CEP Schools will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that school/college 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.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- The Federation of Saltwood and Bodsham CEP Schools is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our Federation systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

24. The Use of Premises by Other Organisations

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

25. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The [school](#) will not accept the behaviour of any individual (parent or other) that threatens [school](#) security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the [school](#) site.

26. Local Support

- All members of staff in [The Federation of Saltwood and Bodsham CEP Schools](#) are made aware of local support available.
 - **Contact details for Area Safeguarding Advisor (Education Safeguarding Service)**
 - [Insert local details here](#): 03000 415648
 - **Contact details for Online Safety in the Education Safeguarding Service**
 - 03000 415797
 - esafetyofficer@theeducationpeople.org (non-urgent issues only)
 - **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Integrated Children's Services**
 - Front door: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126
 - **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

Appendix 1: Categories of Abuse

All 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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.

- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Appendix 2: National Support Organisations

The following links may help DSLs provide further advice and support to their learners, staff and parents/carers. Additional links can be found in KCSIE 2020 in Annex A and C.

Support for staff

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

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Honour Based Abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are

- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

The Federation of Saltwood and Bodsham Church of England Primary Schools Child Protection Policy

Addendum in response to Covid-19

Policy Author: **Paul Newton, EHT**

Date written/Updated: **May 2021**

Date shared with staff: **May 2021**

This addendum will be reviewed following any updates to national and local guidance and procedures and reshared as required.

1. Key School Contacts

	Name	School email	School Phone Number
Designated Safeguarding Lead (DSL)	Paul Newton	headteacher@saltwood.kent.sch.uk	01303 266058
Deputy Designated Safeguarding Leads	Debbie Thomas Melanie Nash	deputy@saltwood.kent.sch.uk senco@bodsham.kent.sch.uk	
Executive Headteacher	Paul Newton		
Chair of Governors	Leigh Cavanagh	Leigh Cavanagh <lcavanagh@saltwood.kent.sch.uk>	
Safeguarding Governor	Penny Marsh	Penny Marsh pmarsh@saltwood.kent.sch.uk	

2. Context

- On 4th January 2021 parents were asked to keep their children at home again, wherever possible, as part of the response to coronavirus (COVID-19). **Schools/Colleges** were asked to provide care for a [limited number of children](#); children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.
- The way The Federation is currently operating in response to coronavirus is fundamentally different, however, our safeguarding principles in accordance with '[Keeping Children Safe in Education](#)' (KCSIE) 2020, remain the same:
 - the best interests of children will always come first
 - if anyone has a safeguarding concern about any child they should continue to act and act immediately
 - a DSL or deputy DSL is available
 - unsuitable people are not allowed to enter the children's workforce and/or gain access to children
 - children will continue to be protected when they are online
- This addendum of The Federation Child Protection policy contains details of any amendments to our existing safeguarding arrangements and should be read alongside our current policies and procedures.
- All staff and volunteers will be aware of the policy addendum and any revisions; the addendum will be made available on the website of each school.

- The **school** will continue to keep up to date and act in accordance with the government guidance regarding education provision during the coronavirus outbreak:
<https://www.gov.uk/coronavirus/education-and-childcare>

3. Designated Safeguarding Leads (DSLs)

- A DSL (or deputy) will be present on-site. If this is not possible for any reason, a named DSL will be available to be contacted via phone or video call.
- Where a trained DSL (or deputy) is not on site, in addition to the above, a member of the senior leadership team will assume responsibility for co-ordinating safeguarding on site.
 - This will include updating safeguarding files and liaising with the offsite DSL (and deputies) and as required liaising with social workers where they require access to children in need and/or to carry out statutory assessments at the **school**
- All staff and volunteers on-site will have access to a trained DSL (or deputy) and know on any given day who that person is, and how they can speak to them.
 - Up to date details of the DSL/Deputy DSLs will be visible to staff and children.
- The DSL/Deputy DSL's will continue to engage with social workers and attend all multi-agency meetings remotely.

4. Vulnerable Children

- Vulnerable children are those across all year groups who:
 - are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child.
 - have an education, health and care (EHC) plan and it is determined, following risk assessment, their needs can be as safely or more safely met in **school/college**.
 - have been assessed as otherwise vulnerable and could therefore benefit from continued attendance. ***This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the school/college and local authority's discretion.***
- There is an expectation that children with a social worker will attend, unless in consultation with the child's social worker and family it is agreed they are at less risk at home or in their placement for example due to underlying health conditions.
- Where vulnerable children are not attending **school**, we will regularly keep in contact with them with regular telephone calls and offers of home learning through the Seesaw online platform.
- The Federation recognises the importance of working in partnership with other professionals, such as social workers, early help workers and virtual school heads (VSH), involved with children and will continue to share relevant information, such as attendance and any welfare concerns, with them.
- Safeguarding concerns will be shared with the relevant professional as soon as possible.

5. Attendance

- No one with Covid19 symptoms should attend **school** for any reason.
- Vulnerable children's attendance is expected, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan.
- The Federation will follow up with family/carers where children are supposed to be attending but do not.
- In all circumstances where vulnerable children do not take up their place, or attendance discontinues, The Federation will notify their social worker or equivalent and will follow up with the family/carer.

- The Federation will follow up with families/carers that have arranged a place for their child/children (namely critical workers or children that are considered vulnerable but not open to any agencies) and do not attend.
- The Federation will ensure that regular contact is maintained with children (and their families) who are not attending. With support from the DSL, teaching and/or pastoral staff will maintain contact with children, where possible and appropriate.
 - Staff will make calls from the **school** site and/or via **school** phones and devices.
 - If a **school** phone is not available or accessible, phone calls will be made from withheld numbers so personal contact details are not visible.
 - Staff will record the date, time and attendance of calls to children and/or families.
- To ensure contact can be maintained, **School** will confirm emergency contact numbers are correct with parents/carers and ask for any additional emergency contact numbers where they are available.

6. Reporting Safeguarding Concerns

- Where any concerns are raised about learners or staff, The Federation will follow existing and updated local arrangements as set out by [Kent Safeguarding Children Multi-Agency Partnership \(KSCMP\)](#) and as outlined in our existing child protection policy.
- All staff will continue to look out for any signs that indicate a child may be at risk, on and off site, including online.
 - If a member of staff or volunteer has any safeguarding concerns about a child, this will be reported to the DSL as soon as possible. **Amend as appropriate.**
 - If the concern is urgent, the member of staff/volunteer will speak to a DSL in person or via phone/video call if they are not on site, immediately.
 - In the event a member of staff or volunteer cannot contact a DSL, this will not delay them taking immediate action to safeguard a child.
 - Concerns will be recorded using existing safeguarding processes as outlined in our Child Protection Policy. **Amend as appropriate, for example some electronic recording systems may be accessible remotely.**
- Prevent is a vital part of our work to safeguard children from radicalising influences; the school will continue to follow local processes where we have concerns during this challenging time. **The DfE has published information for schools and colleges regarding [prevent management support where learners are receiving Channel support.](#)**
- Learners are encouraged to report safeguarding concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed (as appropriate to children's age/ability) online via:
 - Childline: www.childline.org.uk
 - UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>
 - National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre
- Parents/carers are encouraged to report concerns via existing systems as outlined in our Child Protection Policy.
- Where staff are concerned about an adult working with learners, they should report the concern to the **headteacher or deputy headteacher**
 - If there are concerns about the behaviour of any member of staff or volunteer, the LADO service will be consulted with.
 - Concerns around the **headteacher** should be directed to the Chair of Governors.

7. Movement of Children

- If children are attending another setting, the **school** will continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information, especially if children are vulnerable.
 - For looked-after children, any change in setting will be led and managed by the virtual school head with responsibility for the child.
 - The receiving institution will be made aware of the reason any child is vulnerable and any arrangements in place to support them. This will take place ideally before a child arrives or as soon as reasonably practicable.
 - Any exchanges of safeguarding information will take place between DSLs (or a deputy) and SEND information will be shared by special educational needs co-ordinators/named individual with oversight of special educational needs (SEN) provision for children with EHC plans.
 - If this is not possible, (**name, role**), member of senior leadership, will take responsibility.
- The **school/college** will continue to have appropriate regard to data protection law but is aware this does not prevent the sharing of information for the purposes of keeping children safe. **Further advice about information sharing can be found at paragraphs 76 to 83 of [KCSIE](#).**

8. Safer Working Practice, including Staff Training and Induction

- All staff will follow our existing staff **code of conduct, behaviour policy** and any addendum updates with regards to safer working practice, both on and off site.
- Staff will continue to follow any updates to the **school code of conduct and behaviour policy** which have been made to reflect current Covid-19 measures. **School leaders/DSLs should be aware of the updated [Safer Working Practice Guidance – policies may need to be amended to reflect new expectations and requirements in response to required and expected Covid-19 measures](#).**
- DSLs will continue to access appropriate training (including remotely) and other additional resources to ensure they are up to date with local and national guidance.
- All existing staff have read KCSIE 2020 Part 1 and accessed safeguarding training.
 - Staff will be made aware if any processes have changed with the sharing of this addendum and the DSL will communicate any changes to local processes directly.
- All new staff and volunteers will have an induction provided via the DSL and will be provided with a copy of our Child Protection Policy and this Covid-19 Addendum.
- Staff may move between settings on a temporary basis; consideration will be given by the receiving **school** DSL as to what induction they need on a case by case basis, dependent on existing skills and knowledge. Transferring staff will always be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

9. Safer Recruitment, Volunteers and Movement of Staff

- It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.
- If The Federation recruit new staff during this period, we will continue to follow the relevant safer recruitment practices including those identified within KCSIE 2020.
- If volunteers are recruited The Federation will continue to follow the guidance in accordance with KCSIE 2020 and with a mind to updates to the [Safer Working Practice Guidance](#) produced as a response to Covid-19.
 - Volunteers who have not had the relevant checks will not be left unsupervised with a child.

- If staff from other settings volunteer or begin working at The Federation we will ensure they have a relevant DBS check following DfE guidance at this time. The Federation will risk assess staff from other settings, as we would for a volunteer.
- If staff are deployed from another education or children's workforce setting to our **school** we will accept portability if the current employer confirms in writing that:
 - the individual has been subject to an enhanced DBS and children's barred list check
 - there are no known concerns about the individual's suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual
- A new DBS check for returning staff who have continued to be employed but have not been working in regulated activity is not required, however, if for any reason the **school/college** have concerns about an individual, we may obtain a new check.
- In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on [standard and enhanced DBS ID](#) checking to minimise the need for face-to-face contact. The Home Office and Immigration Enforcement have also temporarily adjusted the [Right to work checks](#) due to coronavirus (COVID-19).
 - The Federation will continue to refer to the DBS anyone who has harmed or poses a risk of harm to a child in accordance with KCSIE 2020.
- The Federation will continue to consider and make referrals to the Teaching Regulation Agency (TRA) where appropriate. During Covid-19 measures, all referrals will be made by emailing Misconduct.teacher@education.gov.uk.
- The Federation will continue to update the single central record in line with KCSIE. (Paragraphs 148 to 156)
 - The SCR will provide the means to log everyone that will be working or volunteering in the **school** on any given day, including any staff who may be on loan from other institutions. **Optional**

10. Supporting Wellbeing

- The Federation recognises that staff, parents/carers and learners may experience some degree of emotional wellbeing or anxiety challenges during this time. Many children consider **school** to be a safe place and the current situation may impact on learners', staff and parent/carers mental health. [The DfE guidance on mental health and behaviour in schools may help schools/colleges identify children who might need additional support, and to put this support in place.](#)
- The Federation will ensure that all children are supported. Staff will address the wellbeing of learners through a range of age/ability appropriate approaches and pastoral support will be provided as appropriate and as required.
- The Federation is conscious of the wellbeing of all staff and the need to implement flexible working practices in a way that supports staff and promotes good work-life balance. Senior leaders and the DSL (or deputy) are available to provide support to staff as required.
- Teachers will be aware of the impact the current circumstances can have on the mental health of learners and their families who are working from home, including when setting expectations for children's' work.
- The Federation will signpost staff, learners and parents/carers, on or off site, to a range of appropriate sources of support, internally and externally.

11. Supporting Children in School

- The Federation is committed to ensuring the safety and wellbeing of all its learners.
- The Federation will be a safe space for all children to attend and flourish. A senior member of staff will ensure that there are appropriate staff on site and that staff to learner ratios have been considered to maximise the safety of children.
- The Federation will follow the current government guidance in relation to social distancing and all matters relating to public health from the respective websites and outlets (**add links here**).

- The Federation will ensure that all children who are either categorised as vulnerable or children of critical workers and are in attendance are appropriately supported.
- The Federation will continue to record any support provided to children in relation to safeguarding issues on their respective safeguarding recording system.

11.1 Peer on Peer Abuse

- The Federation continues to recognise and respond to cases of Peer on Peer abuse by considering each incident on a case by case basis and basing any intervention on usual processes outlined within KCSIE 2020.
- The Federation recognises that the current circumstances and the changeable nature of current Government guidance may mean that the **school** may need to adapt elements of the process in some cases to ensure that they are able to respond in line with Government advice when required.
- The DSL will continue to consult as appropriate with multi-agency professionals to ensure that children's safety and wellbeing is not compromised when incidents of peer on peer abuse are brought to their attention.

11.2 Online Safety

- The Federation expectations with regards online behaviour and education when using **school** provided devices or internet access on site will continue to be implemented in line with existing policies.
- Any concerns regarding online behaviour or use will be responded to in line with existing **school** policies.
- The Federation will continue to provide a safe online learning environment where learners use **school** provided devices on site; appropriate filtering and monitoring will continue to be implemented as outlined in the **school** child protection policy.
 - Learners internet use will be supervised by staff according to their age and ability and learners will be directed to use appropriate online resources and tools.
 - Use of staff and learner personal devices, including mobile phones, will be managed in line with our existing mobile technology policy.

12. Supporting Children Not in School

- The Federation will continue to ensure the safety and wellbeing of all children and young people that remain on the **school** roll
- All staff will continue to identify those vulnerable children that would benefit from Early Help as identified in KCSIE 2020; DSLs will ensure they have access to appropriate pastoral support and will consider whether they would benefit from external support.
- There will be clear plans around how best to communicate with learners who are identified as vulnerable, as well as those about whom DSLs have concerns about who do not receive a statutory service. This could include telephone contact and/or doorstep visits at the discretion of the DSL.
- The Federation and the DSL will work closely with all relevant agencies and professionals regarding safeguarding a child not on site. Any plans will be reviewed regularly and if concerns become significant, the DSL will make requests for support if considered appropriate.
- The Federation recognises that this is a difficult time for children and young people who consider **school** as a safe place and the current situation may impact on learners', staff and parent/carers mental health.
- Guidance for parents/carers is available from the DfE regarding ['Supporting your children's education during coronavirus \(COVID-19\)'](#).
- The **school** will utilise its website and social media presence to ensure that appropriate safeguarding messages are shared with children and their families. This will include links to appropriate services and resources that are aimed at supporting them throughout this period.

12.1 Online Safety Away from *school*

- The Federation will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place:
 - within school hours as much as possible.
 - with staff using *school* devices over personal devices wherever possible and in line with our existing Acceptable Use Policy (AUP). Where this is not possible, staff will speak with SLT.
 - using *school* provided or SLT approved communication channels; for example, *school* provided email accounts and phone numbers *and/or* agreed systems *e.g. Seesaw, Tapestry, KLZ, Microsoft 365 or equivalent.*
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. The Federation will be clear who from the *school* (if anyone) their child is going to be interacting with online.
- Where parents/carers opt to supplement the *school* remote learning offer, we emphasise the importance of securing online support from a reputable organisation and/or individuals who can provide evidence that they are safe and can be trusted to have access to children.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.
- Staff and learners will engage with remote learning in line with the existing behaviour principles as set out in our *school behaviour policy and Acceptable Use Policies.*
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP).
- When delivering remote learning, staff will:
 - only use online tools that have been evaluated and agreed by leadership.
 - ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.
 - record the length, time, date and attendance of any online lessons/contact held or made.
 - revisit relevant policies such as our acceptable use of technology policy with learners as necessary.
- Where remote learning is taking place 'live' for example using webcams or chat facilities, staff and learners will ensure a safe and professional environment is maintained in line with our Remote Learning Acceptable Use Policy (AUP).

13. Additional Support and Links

- As well as through existing *school* mechanisms, learners, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:
 - Childline: www.childline.org.uk
 - Kent Resilience Hub: <https://kentresiliencehub.org.uk>
 - NSPCC: <https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/>

Specific Links relating to Coronavirus for Learners and Parents/Carers

- DfE: [COVID-19: guidance on supporting children and young people's mental health and wellbeing](#)
- Kent County Council: www.kent.gov.uk/social-care-and-health/health/coronavirus
- Childline: www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/
- Mind: www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/
- Young Minds: <https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>

- Kent Children's University: Home Resources Learning Packs: www.theeducationpeople.org/blog/kent-childrens-university-home-learning-resources-pack-is-live/
- Children's Commissioner:
 - Children's guide to coronavirus: www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/
 - Resources for parents during coronavirus: www.childrenscommissioner.gov.uk/coronavirus/resources/
- Sport England: www.sportengland.org/stayinworkout
- Place2be:
 - www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/
 - www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/

Online Safety

- NCA-CEOP: www.thinkuknow.co.uk
- Internet Matters: www.internetmatters.org/
- Childnet: www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19
- UK Safer Internet Centre: www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc
- NSPCC: www.nspcc.org.uk/keeping-children-safe/online-safety/
- Parent Info: <https://parentinfo.org/>
- BBC Own it: www.bbc.com/ownit

Domestic Abuse

- Domestic Abuse Services: www.domesticabuseservices.org
- Victim Support: 0808 16 89 111 www.victimsupport.org.uk/help-and-support/get-help/supportline
- Look Ahead Care & Support – Service provider West Kent (Sevenoaks, Tunbridge Wells, Tonbridge and Malling): www.lookahead.org.uk/
- Oasis Domestic Abuse service – Service provider, East Kent. (Thanet and Dover): www.oasisdaservice.org/home
- Clarion Housing Association – Service provider for North and South Kent
 - North Kent: (Dartford & Gravesham, Swale and Maidstone) Clarion DA confidential Helpline: 07376 637069 (Mon-Fri 9am – 5pm)
 - South Kent: (Ashford, Folkestone & Hythe and Canterbury) Rising Sun Domestic Abuse service helpline: 01227 452852 (Mon-Fri 9am – 5pm)
- National Women's Aid Domestic Abuse 24hr helpline: 0800 2000247