



Lenham Primary School

Safeguarding Policy

September 2016

Approval Body	Governing Body
Date of Approval	28/09/2016
Date Due for Review	
Signed - Chair of Governors	C Norey
Signed – Headteacher	S Howell

Lenham Primary School ensures that children are effectively safeguarded from the potential risk of harm and that the safety and wellbeing of the children is of the highest priority in all aspects of the schools work.

Lenham Primary School maintains its ethos that staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

Key contact personnel in School

Designated Safeguarding Lead(s): Anji MARTIN

Named Safeguarding Governors: Ceri NOREY and Liz PORTER

All staff should have access to this policy and sign to the effect that they have read and understood its content.

Date agreed:

Date of next review:

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

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

Ofsted's definition of safeguarding

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety."

(Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted April 2015)

We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care. This Policy, therefore, should be read in conjunction with the wider safeguarding policies as listed below.

These can be found in the Headteacher's Office. They are also available to access via the school website:

- e-Safety Policy
- Behaviour and Discipline Policy
- Guidelines for Safeguarding Record Keeping in Schools (Appendix B)
- LPS: Safeguarding Procedure Leaflet
- Advice notes : Dealing with Disclosures in School (Appendix C)
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Guidance on the Use of Photographic Images (Appendix F)
- Female Genital Mutilation (Appendix H)
- Prevent (Radicalisation and extremism) (Appendix J)
- Child Sexual Exploitation (Appendix G)
- Health and Safety Policy
- Educational Visits Policy
- First Aid and Accident Policies
- DOH (2009) "Safeguarding Disabled Children – Practice Guidance"
- Procedures for Managing Allegations Against Staff (Appendix D)
- Teachers Standards 2012
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff
- KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Safer Recruitment Guidelines
- Whistle-Blowing Policy

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

Contact details for Education Safeguarding Team and LADO:

ETHOS

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments that will contribute to this process.

Lenham Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

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 school may be the only stable, secure and predictable element in their lives.

Lenham Primary School 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 student's physical safety
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- monitoring children 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
- developing effective and supportive liaison with other agencies

RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools form part of the wider safeguarding system for children.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

The Designated Safeguarding Lead (DSL) has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. This includes;

- Acting as a consultant for staff to discuss concerns
- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)

The DSL is supported by the SENCo with the following functions:

- Managing and monitoring the school's part in Early Help / Child in Need / Child Protection plans

The DSL is supported by the SBM with the following functions:

- Organising training for all school staff
- Maintaining a confidential recording system

The Governing Body and Senior Leadership Team will ensure that the DSL is properly supported in this role at a time and resource level.

The welfare and safety of children however remains the responsibility of all staff in school and ANY concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead(s)

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

Lenham Primary School adheres to the KSCB Safeguarding Children Procedures (2014). The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

Additional guidance including;

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

...can be found in the Headteacher's office or via the associated links.

All staff have been provided with a copy of Part one of the DfE guidance "Keeping Children Safe in Education" that covers Safeguarding information.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser. Advice may also be sought from the Early Help Coordination Team or Specialist Children's Services (SCS) Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process.

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.

New referrals to Services will be made using the agreed process i.e. the Early Help Notification form or inter-agency referral form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. Concerns for children who are already known to Services will be passed to the allocated worker / Team.

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

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguarding Team

The role of the school 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 with the DSL further progress, 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 Education Safeguards Team or the local Specialist Children's Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school 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.

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website

RECOGNITION AND CATAGORIES OF ABUSE

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

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Staff should also refer to Part 1 Keeping Children Safe in Education and 'What to do if you are Worried About a Child Being Abused' for the most up to date definitions, indicators and signs of abuse.

Staff need to remember that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

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

INDUCTION AND TRAINING

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

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

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

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

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

RECORD KEEPING

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

Incident/concern forms are kept available from the school office and study room.

Safeguarding records are kept separate from all other record relating to the child in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only.

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

Detailed guidance on Record Keeping is found at **Appendix A**

Staff MUST familiarise themselves with the responsibilities outlined in this document. For a full range of further safeguarding information see <http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance> .

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

ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

Lenham Primary School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred

immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

All staff are aware of the school's Whistle-Blowing Policy and 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 at Appendix B.

WORKING WITH OTHER AGENCIES

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

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise a crucial part of this may be in supporting the child while these take place.

Lenham Primary School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.

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

CONFIDENTIALITY AND INFORMATION SHARING

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

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

CURRICULUM AND STAYING SAFE

We recognise that our school plays 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.

Lenham Primary School 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.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Lenham Primary School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

PSHE curriculum materials provide resources that assists our school to tackle issues regarding healthy relationships including domestic abuse, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable; let children and young people know that it is okay to talk about their own problems; and signpost sources of help.

Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Lenham Primary School.

Through a more personalised PSHE programme that specifically meets the needs of our children; they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

Lenham Primary School has trained playground leaders and School Council, along with highly effective work with other agencies, ensure that children are well placed to keep themselves and other children safe in their everyday lives.

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Lenham Primary School will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

The School has IT and E-Safety policies in place; both are available to parents via the school website together with other guidance to keep children safe online. Posters are displayed in the classrooms and ICT suite and the children are made aware of safe practice whilst using the computer and agree to these rules.

E-SAFETY

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Lenham primary school will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's E-Safety Policy which can be found in the Headteacher's Office and on the [school website](#)

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 receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

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

SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Behaviour and Discipline policy**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People** (2009) which can be found in the Headteacher's office

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People**, the school's E-Safety Policy and Acceptable Use Policy and the **KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People**

COMPLAINTS

The school has a **Complaints Procedure** available to parents, pupils/students and staff who wish to report concerns. This can be found on the school website or in the Headteacher's office

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 at Appendix B

SAFER RECRUITMENT

Lenham Primary School 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 Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes, 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 Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

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-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

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

Schools are not allowed to check supervised volunteers against the barred list and there is no duty for an enhanced criminal records check to be obtained on them, although LPS conducts DBS checks for all regular volunteers.

However volunteers who regularly teach or look after children on an unsupervised basis are working in *regulated activity*. the school will obtain a barred list and an enhanced criminal record check.

At no point will a visitor without DBS clearance have unescorted access within the school. No visitor or volunteer will be left unsupervised with any child or children if they have not had DBS clearance.

All visitors must come through the main entrance and report to the school reception on arrival; this is for security and fire reasons. Visitors will be given a badge to wear whilst in school so they can be identified, this includes parents and work people. All visitors must sign in and out of school in one official signing in book indicating time of arrival, purpose of visit and time of departure.

All members of the Governing body are DBS vetted and can be in the school unsupervised if they are openly displaying their identification.

If a school knows, or has reason to believe, that an individual is barred, it commits an offence if it allows the individual to carry on any form of regulated activity.

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.

Also refer to the school's 'Absconding Policy'

Appendix A - 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 behaviour change in a child that gives cause for concerns should be recorded on the green form, copies of which are held by the designated safeguarding lead and have been distributed to all staff. It is important that records are factual and reflect the words used by the child. Opinion should not be given unless there is some form of evidence base that can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a "need to know" basis.

What is a welfare concern and what should be recorded?

Concerns may arise in one or more of the following areas

- The child's behaviour.
- The child has a physical injury
- The child makes a disclosure or allegation
- The child's physical presentation
- Information from/ observation/ behaviour of a parent.

If a concern is recorded then ensure

- That the record is dated and signed legibly.
- The concern is described clearly and concisely
- Straightforward language used clearly showing fact and opinion.
- Use the child's own words for any disclosure
- Record physical marks and injuries on a body map
- Record any action taken.

Staff and Governing Bodies must ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and feedback.

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.

Storage of records

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

Referrals to Social Services

It is the responsibility of the designated safeguarding lead to decide when to make a referral to the Children's Social Services who also offer a consultation service. Issues discussed during consultation may include the urgency and gravity of the concerns for the child; the extent to which parent/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer is made.

Referrals will be made using the inter-agency referral form. In situations where they're felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed.

If a Child is referred the designated safeguarding lead will ensure that relevant staff are informed of this.

Record Keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

For more information see [Guidelines for Safeguarding Record Keeping in Schools](#)

SINGLE CENTRAL RECORD

All schools must keep a single central record so they have evidence to demonstrate to inspectors that they have carried out the range of checks required by the law on their staff.

Lenham Primary school has a single central record. This contains a record of the following people:

- All staff who are employed to work at the school and
- All staff who are employed as supply staff to the school whether employed directly by the school, or local authority or through an agency.
- All others who work in regular contact with children in the school or college, including volunteers.

The information recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom

For supply staff, Lenham Primary School also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Schools do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record. Where a school chooses to retain a copy they should not be retained for more than six months. A copy of the other documents used to verify the candidates identity, right to work and required qualifications should be kept for the personnel file.

Existing staff

If Lenham Primary School has concerns about an existing staff member's suitability to work with children, we will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school or college moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity will be carried out. Apart from these circumstances, the school or college is not required to request a DBS check or barred list check.

Appendix B – Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with children or parents to be conducted in view of other adults.

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by KSCB.

Allegations against a teacher that is no longer teaching and historic allegations, are a matter for the police to investigate and should be referred accordingly.

The Headteacher, will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

For further guidance see [DfE Publication Keeping Children Safe in Education \(September 2016\) – Part 4.](#)

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for the school to leave a person who has been suspended without any support. The person should be informed at the point of their suspension whom their named contact is within the organisation and provided with their contact details.

The power to suspend is vested in the governing body of the school.

SUPPORTING STAFF AND CONCLUSION OF THE CASE

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the designated safeguarding lead and to seek further support as appropriate.

Lenham Primary School has a duty of care to all employees. We will endeavor to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counseling or medical advice where this is provided by the employer.

The designated safeguarding lead will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a

criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation.

The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. The provisions commenced on 1 October 2012. It is critical to remind parents or Carers of this.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate.

In respect of malicious or unsubstantiated allegations. If an allegation is determined to be unsubstantiated or malicious, the Area Education Officer should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Appendix C - Procedure for dealing with disclosures

Education Safeguarding Team (June 2015) -Child Protection - Dealing with disclosures in school

Children experiencing distress or abuse may seek to 'tell' in school, often because this is the place where they feel most safe, secure and listened to. It is not unusual for them to choose members of staff seen to be on the periphery of the staff team such as midday supervisors, caretakers or class-room support staff because they may be perceived as having less authority and less intimidating. It is important to make sure therefore that ALL staff know how to respond to a disclosure from a child.

If a child discloses harm to any staff member it must be remembered that the school role is **to recognise and refer abuse, not to investigate**. This is to avoid contamination of evidence gained in any subsequent investigation undertaken by Police &/or Social Services and to ensure that the child is not placed in the stressful position of having to repeat their story over and over again.

'Not investigating' does not mean that the staff member receiving the concern cannot ask any questions. However, careful thought needs to be given to how and what questions are asked, avoiding anything that can be interpreted as 'leading' the child. The basic rule of thumb is that staff should **ONLY** ask enough questions of the child to clarify whether there is a child protection concern. Once the child has clarified that they are being harmed or are at risk (or the staff member is reassured that the child is safe), no further questions are required.

If a child presents with an injury accompanied by a clear disclosure that they have been harmed, or makes a clear sexual disclosure it should not be necessary to question the child other than perhaps to clarify who was involved and when an incident took place. The child should be listened to actively and their story carefully recorded. In this situation the staff member should ensure **immediate** information sharing with the Designated Safeguarding Lead (or alternative senior contact point in DSL's absence). It is likely that such a scenario will require **immediate** consultation about action to be taken and an urgent referral to Specialist Children's Services will be necessary.

In other situations where the child appears to be making a possible disclosure or has a suspicious injury, it is reasonable to ask open, non-leading questions in order to establish the child's story. Examples of questions are. "That's a nasty bruise, how did it happen?; Tell me about what happened?; You seem a bit upset and I'm worried about you, is anything troubling you?; Can you tell me more about that?"

You may wish to use the acronym 'TED' as a reminder that the child can be encouraged to 'Tell', 'Explain' and 'Describe' the concern. If it is necessary to seek further clarification, staff should keep to open questions such as What? When? Who? How? Where? It is important to remember that questions should only be asked to help clarify whether the child is at risk of harm. Once clarification is achieved, no further questions should be asked.

Sometimes children choose to disclose concerns through a third party such as a friend 'telling' on their behalf, or indirectly e.g. sounding out information and reaction by asking 'what if my friend.....?' If such concerns arise they should be taken equally seriously and be followed up with the DSL in the same manner as a direct disclosure.

Children may also seek to disclose and share their experiences through drawings, writing and play. If concerns arise, it is appropriate to talk further with the child to allow wider discussion and clarification. This might involve inviting the child to 'tell me more about what is happening in your picture' / story / game"

Basic guidelines for dealing with disclosures

1. Receive

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

2. Reassure

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

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell explain describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated member of staff
- The designated teacher may be required to make appropriate records available to other agencies
- KSCB

6. Relax

- Get some support for yourself

Appendix E – Social Media

Social media can blur the definitions of personal and working lives, so it is important that all members of staff take precautions in order to protect themselves both professionally and personally online.

Be very conscious of both your professional reputation and that of the school when you are online. All members of staff are strongly advised, in their own interests, to take steps to ensure that their personal information and content is not accessible to anybody who does not or should not have permission to access it. All staff must also be mindful that any content shared online cannot be guaranteed to be “private” and could potentially be seen by unintended audiences which may have consequences including civil, legal and disciplinary action being taken. Ensure that your privacy settings are set appropriately (many sites have a variety of options to choose from which change regularly and may be different on different devices) as it could lead to your content accidentally being shared with others.

Be very careful when publishing any information, personal contact details, video or images etc online; ask yourself if you would feel comfortable about a current or prospective employer, colleague, child in your care or parent/carer, viewing or sharing your content. If the answer is no, then consider if it should be posted online at all. It is very important to be aware that sometimes content shared online, even in jest, can be misread, misinterpreted or taken out of context, which can lead to complaints or allegations being made. Don't be afraid to be yourself online but do so respectfully. All staff must be aware that as professionals, we must be cautious to ensure that the content we post online does not bring the school or our professional role into disrepute.

If you have a social networking account, it is advised that you do not to accept pupils (past or present) or their parents/carers as “friends” on a personal account. You may be giving them access to your personal information and allowing them to contact you inappropriately through unregulated channels. They may also be giving you access to their personal information and activities which could cause safeguarding concerns. Please use your work provided email address or phone number to contact children and/or parents – this is essential in order to protect yourself as well as the wider community. If you have a pre-existing relationship with a child or parent/carer that may compromise this or have any queries or concerns about this then please speak to the Online safety (e-Safety) Coordination/ Designated Safeguarding Lead /Manager

Staff wishing to use Social Media tools with students as part of the curriculum will risk assess the sites before use and check the sites terms and conditions to ensure the site is age appropriate. Staff will obtain documented consent from the Senior Leadership Team before using Social Media tools in the classroom. Concerns regarding students' use of social networking, social media and personal publishing sites (in or out of school) will be raised with their parents/carers, particularly when concerning students' underage use of sites.

Staff personal use of social networking, social media and personal publishing sites will be discussed as part of staff induction and safe and professional behaviour will be outlined in the school Acceptable Use Policy.

Appendix E - Taking photographs

PHOTOGRAPHING CHILDREN

Official use of Images/Videos of Children by the Lenham Primary School

All images taken by Lenham Primary School will be used in a manner respectful of the eight Data Protection Principles.

This means that images will be:

- ❖ fairly and lawfully processed
 - ❖ processed for limited, specifically stated purposes only
 - ❖ used in a way that is adequate, relevant and not excessive
 - ❖ accurate and up to date
 - ❖ kept on file for no longer than is necessary
 - ❖ processed in line with an individual's legal rights
 - ❖ kept securely
 - ❖ adequately protected if transferred to other countries
- The Senior Leadership Team is responsible for ensuring the acceptable, safe use and storage of all camera technology and images at school.
 - Written permission from parents or carers will be obtained before images/videos of children are electronically published by the school.
 - Parental permission will be sought on an agreed basis

The use of Cameras and Images within school

- A record of all consent details will be kept on file. Should permission be withdrawn by parents/carers at any time, then all relevant images will be removed and disposed of and the record will be updated accordingly.
- Images will not be kept for longer than is to be considered necessary. All staff will *ensure that all photographs are permanently wiped from memory cards*, computer hard and portable drives or other relevant devices, once the images will no longer be of use.
- The DSL or E-Safety Coordinator reserves the right to view any images taken and/or to withdraw or modify a member of staffs' authorisation to take or make images at any time.
- Any memory stick, CD or storage device containing images of children to be taken offsite for further work will be suitably encrypted.
- Images or videos that include children will be selected carefully when used online and will not provide material that could be reused.
- Children's' full names will not be used on the website in association with photographs.
- Lenham Primary School will not include any personal addresses, emails, telephone numbers, fax numbers on video, on the website, in a prospectus or in other printed publications.
- Lenham Primary School will only use images of children who are suitably dressed.
- Staff will receive information regarding the safe and appropriate use of images as part of their safeguarding training and responsibilities.
- All members of staff (including volunteers) will ensure that all images are available for scrutiny and will be able to justify any images in their possession.

- Only official school equipment (e.g. work provided digital or video cameras) will be used by staff to capture images of children for official purposes. Use of personal cameras by staff is prohibited at all times.
- Any apps, websites or third party companies used to share, host or access children's images will be risk assessed prior to use. Lenham Primary School will ensure that images are held in accordance with the Data Protection Act and suitable child protection requirements are in place.
- Careful consideration is given before involving very young or vulnerable children when taking photos or recordings, who may be unable to question why or how activities are taking place.
- Lenham Primary School will discuss the use of images with children and young people in an age appropriate way.
- Images will not be taken of any child or young person against their wishes. A child or young person's right not to be photographed is to be respected.
- Photography is not permitted in sensitive areas such as changing room, toilets etc.

Use of Photos/Videos by Parents/Carers

- Parents/carers are permitted to take photographs or DVD footage of events for private use only.
- The school asks that photographs taken of the pupils in school uniform and/or on the school premises are not posted on social networking sites by parents, in line with Lenham Primary schools e-safety policy.
- Parents/Carers are only permitted to take or make recording within designated areas of the setting. Photography is not permitted in sensitive areas such as changing room, toilets, swimming areas etc.
- The opportunity for parents/carers to take photographs and make videos can be reserved by Lenham Primary School on health and safety grounds.
- Parents and carers who are using photographic equipment must be mindful of others when making and taking images.
- The right to withdraw consent will be maintained and any photography or filming on site will be open to scrutiny at any time.
- Parents may contact Lenham Primary School's Designated Safeguarding Lead or E-Safety coordinator to discuss any concerns regarding the use of images.

Use of Photos/Videos by Children

- The school will discuss and agree age appropriate acceptable use rules with children regarding the appropriate use of cameras, such as places children cannot take the camera (e.g. unsupervised areas, toilets etc.).
- The use of non-school devices e.g. mobile phones, children's own digital cameras, are covered in Lenham Primary Schools mobile phone and/or e-Safety policy.
- All staff will be made aware of the acceptable use rules regarding children's use of cameras and will ensure that children are appropriately supervised when taking images for official or curriculum use.
- Members of staff will role model positive behaviour to the children by encouraging them to ask permission before they take any photos.

- Photos taken by children for official use will only be taken with parental consent and will be processed in accordance with the Data Protection Act 1998.
- Parents/carers will be made aware that children will be taking photos/videos of other children and will be informed how these images will be managed by the setting e.g. will be for internal use by the setting only (not shared online or via any website or social media tool).
- Photos taken by children for official use will be carefully controlled by the setting and will be checked carefully before sharing online or via digital screens.
- Still and video cameras provided for use by children and the images themselves will not be removed from the setting.

Use of Images of Children by the Media

- Where a press photographer is to be invited to celebrate an event, every effort will be made to ensure that the newspaper's (or other relevant media) requirements can be met. A written agreement between parents and carers and the press will ensure that a pre-agreed and accepted amount of personal information (e.g. first names only) can be published along with images and videos.
- The identity of any press representative will be verified and access will only be permitted where the event is planned, and where press are to be specifically invited to attend. No authorisation will be given to unscheduled visits by the press under any circumstances.
- Every effort will be made to ensure the press abide by any specific guidelines should they be requested. No responsibility or liability however can be claimed for situations beyond reasonable control, and where the setting is to be considered to have acted in good faith

Use of Professional Photographers

- Professional photographers who are engaged to record any events will be prepared to work according to the terms of the settings E-Safety Policy.
- Photographers will sign an agreement which ensures compliance with the Data Protection Act and that images will only be used for a specific purpose, subject to parental consent
- Photographers will not have unsupervised access to children and young people

Use of Closed-Circuit Television (CCTV)

- All areas which are covered by CCTV will be well signposted, and notifications are displayed so that individuals are advised before entering such vicinity.
- Recordings will be retained for a limited time period only and for no longer than their intended purpose. This will generally be a maximum of 30 days. All recordings are to be erased before disposal.
- Regular auditing of any stored images will be undertaken by the Data Controller and/or DCPC or other member of staff as designated by the management team.
- If cameras record activities taking place on the premises which are of a criminal nature or give any cause for concern, then information will be referred to the appropriate agency.
- CCTV cameras will be appropriately placed within the setting

Appendix F – Child Sexual Exploitation (CSE)

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

Appendix G - Female Genital Mutilation Female Genital Mutilation (FGM):

According to the Home Office it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM. UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leone, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

Obviously, this not to say that all families from the communities listed above practice FGM, and many parents will refuse to have their daughters subjected to this procedure. However, in some communities a great deal of pressure can be put on parents to follow what is seen as a cultural or religious practice.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries – including the UK. The Female Genital Mutilation Act 2003 came into force in 2004:

The act makes it illegal to:

- Practice FGM in the UK
- Take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in that country
- Aid and abet, counsel or procure the carrying out of FGM abroad.

The offence carries a penalty of up to 14 years in prison, and/or a fine.

Ofsted has been asked to demand proof from schools that they have safeguarding policies that deal with FGM, including training their staff to identify 'at risk' pupils, and inform the police if they believe girls are in danger of being taken abroad to undergo this procedure.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Appendix J - Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behaviour

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

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

All staff and governors have completed the e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The Designated Safeguarding Leads should also have attended additional training which includes further information on the Prevent Duty.