



Policy Document for: Safeguarding and Child Protection

Based on: Keeping Children Safe in Education DfE Guidance September 2019

Approved: February 2020

Due for Review: February 2021

Key contact personnel in School

Designated Safeguarding Leads	Deputy Designated Safeguarding Leads
<ul style="list-style-type: none"> • Katrine Stewart • Tim Harwood 	<ul style="list-style-type: none"> • Alex Powell • Paula Norris • Kelly Brooks • Victoria Lange
Also trained are	Named Safeguarding Governors
<ul style="list-style-type: none"> • Lauren Gilmour • Tamzin Wood • Kelly Higgins • Adam Youens • Diane Browning 	<ul style="list-style-type: none"> • Hannah Gilson • Tiffany Elliott

All staff should have access to this policy and sign to the effect that they have read and understood its content. These contacts are also on posters around the site, and on the safeguarding leaflet at reception. Additionally, the contacts for the Local Authority and NSPCC are on posters around the site and in the heads office.

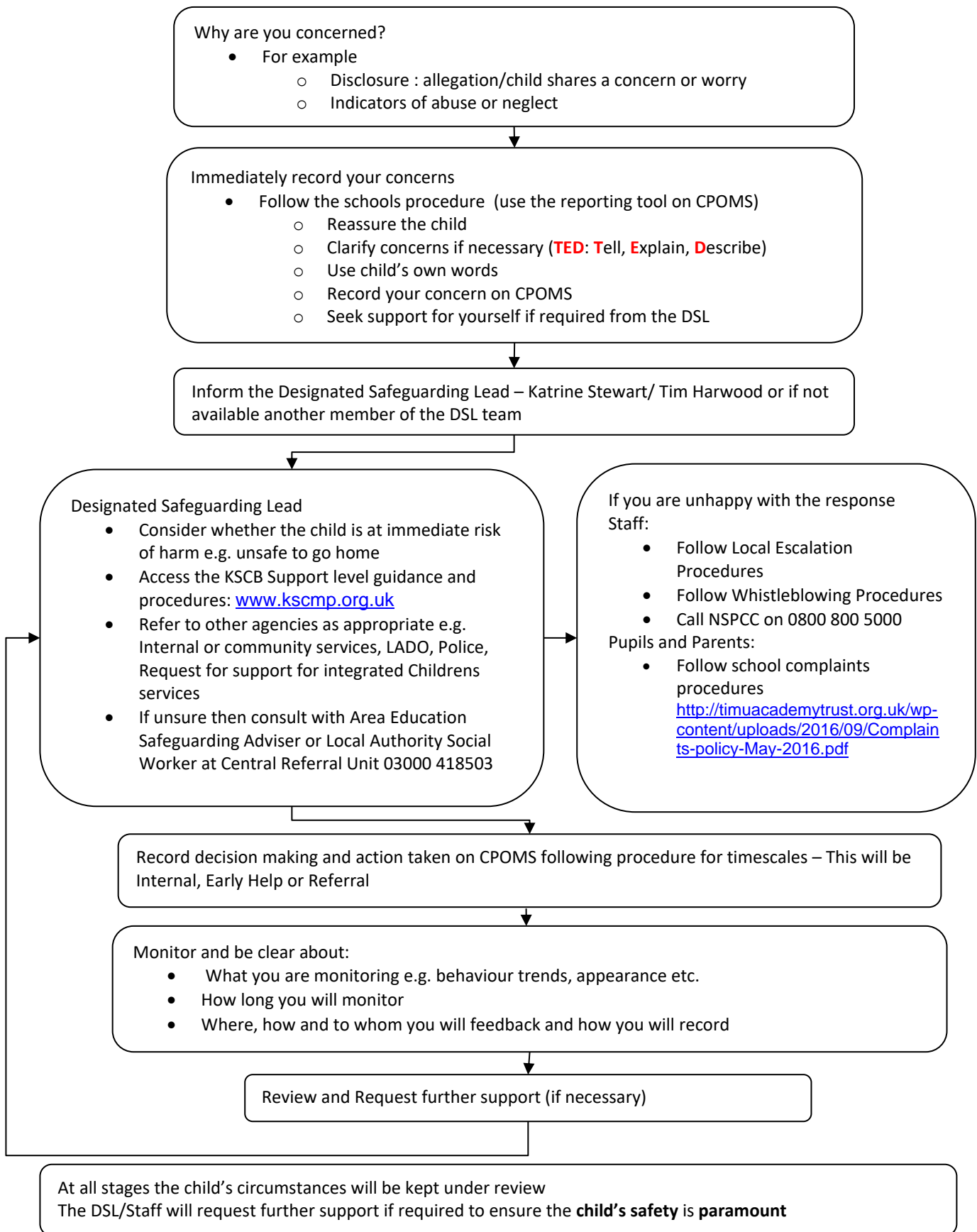
This policy will be reviewed annually and/or following any updates to national or local guidance and procedures

Contents

KEY CONTACT PERSONNEL IN SCHOOL	1
WHAT TO DO IF YOU HAVE A CONCERN?	1
INTRODUCTION AND ETHOS	2
DEFINITION OF SAFEGUARDING	2
CONTEXT	3
RELATED SAFEGUARDING POLICIES	4
Trust Policies & Procedures	4
Supporting Guidance (to be read and followed alongside this document)	5
KEY RESPONSIBILITIES	5
Governors and Trustees	5
Designated Safeguarding Lead (DSL)	6
Members of staff	7
Children and young people	7
Parents and Carers	8
RECOGNITION AND CATEGORIES OF ABUSE	8
SAFEGUARDING AND CHILD PROTECTION PROCEDURES	9
RECORD KEEPING	10
MULTI-AGENCY WORKING	11
CONFIDENTIALITY AND RECORD SHARING	11
COMPLAINTS	11
STAFF INDUCTION, AWARENESS AND TRAINING	12
SAFE WORKING PRACTICE	13
STAFF SUPERVISION AND SUPPORT	13
SAFER RECRUITMENT	14
Volunteers	15
ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS	15
PARENTS AND PARENTAL RESPONSIBILITY	16
Key effects of a father or second female parent acquiring parental responsibility	17
Parental responsibility	18
Rights of separated parents	18
Getting consent	18
Checking parental responsibility	19
Court involvement and Cafcass	19
CHILDREN MISSING EDUCATION	19
SAFEGUARDING ISSUES	20
Child Sexual Exploitation (CSE)	20
‘Honour based’ violence	20
Female Genital Mutilation (FGM) mandatory reporting duty	21
Contextual safeguarding	21
Forced Marriage	21
Radicalisation	22
Training	22
Peer on peer abuse	22
Homelessness	23
Family members in Prison	24
Domestic Abuse	24
Gangs, County lines, violent crime and exploitation	25
Online safety	25
SAFEGUARDING VULNERABLE CHILDREN	26
CURRICULUM AND STAYING SAFE	27

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS	28
SECURITY	28
MONITORING AND REVIEW	28
LOCAL SUPPORT	29
APPENDIX 1: CATEGORIES OF ABUSE	30
APPENDIX 2: KEEPING YOURSELF SAFE WHEN RESPONDING TO DISCLOSURES	33
APPENDIX 3: NATIONAL SUPPORT ORGANISATIONS	35
Support for staff	35
Support for adults.....	35
Online Safety	36
Radicalisation and hate	36
APPENDIX 4: TRUST CPOMS CATEGORIES AND PROCESSES	37
APPENDIX 5 – MAKING A REFERRAL TO SOCIAL CARE	39
Making a Referral	39
APPENDIX 6 – STATUTORY ASSESSMENTS – INFORMATION FOR DSLS	40
Children in need – section 17 - CHiN	40
Children suffering or likely to suffer significant harm – section 47 – Child Protection.....	40

What to do if you have a concern?



See also Page 16 of KCSIE 2019.

Introduction and ethos

Timu Academy Trust and its member schools are a community and all those directly connected (staff, volunteers, directors, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Timu Academy Trust recognises our statutory responsibility to safeguard and promote the welfare of all children.

Timu Academy Trust recognises the importance of providing an ethos and environment within its schools that will help children to be safe and feel safe. In our schools, children are respected and encouraged to talk openly and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles and culture are:

- The schools are an important part of the wider safeguarding system for children.
- It is our whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our safeguarding policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

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.” (Inspecting safeguarding in early years, education and skills, Ofsted, 2019)

The main safeguarding and child protection policy will be review at least annually as a minimum. The majority of safeguarding related 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 of School will ensure reporting on safeguarding activity and systems in school at the 4 times a year meetings to the TIMU Local Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

There are four main elements to our safeguarding policy

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

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-Agency Partnership (KSCMP)

Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Ofsted: Education Inspection Framework (2019)
- Ofsted guidance “Inspecting Safeguarding in Early years, Education & Skills” (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)

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 school acknowledges that this policy recognises a range of safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children with family members in prison
- Children and the court system
- Children missing education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (County Lines)
- Domestic violence
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online Safety
- Peer on peer abuse
- Prevent Radicalisation and Extremism
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children
- Upskirting
- Youth Produced Sexual Imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2019)

Timu Academy Trust schools recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

Related Safeguarding Policies

We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care. This policy is therefore one of a series in the trust's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

Trust Policies & Procedures

Policy	Held on website	Held on KLZ for staff use
Positive behaviour principles Incorporating Exclusions, Positive handling, Behaviour, Anti-bullying and racist incidents	Yes	
Educational visits Policy	Yes	
First Aid Policy	Yes	
Whistle-Blowing Policy		Yes
Online safety	Yes	
Staff Acceptable Use Policy (AUP)		Yes
Pupil Acceptable Use Policy (AUP)	Yes	
Acceptable Use Policy for visitors	Yes	
Health and Safety Policy	Yes	
Attendance Policy including Children Missing in Education	Yes	
Sex and Relationship Education (RSE) Policy	Yes	
Data protection Policy (GDPR)	Yes	
Confiscation of inappropriate items Policy	Yes	
Parent, Carer and Visitor code of conduct Policy	Yes	
Allegations of abuse against Staff policy		Yes
Separated parents policy	Yes	
Complaints policy	Yes	
Staff handbook including code of conduct		Yes
Safer Recruitment Policy		Yes
Social media, mobile phone and electronic devices policy	Yes	
Equality information and objectives statement	Yes	
Pupils with medical conditions	Yes	
Intimate care policy	Yes	

Supporting Guidance (to be read and followed alongside this document)

- Teachers Standards 2012
- “Safeguarding Disabled Children – Practice Guidance” - DOH, 2009
- “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - Safer Recruitment Consortium, May 2019
- “What to do if you are worried a child is being abused” – DfE, March 2015
- “Safer Professional Practice with Technology” September 2016
- Safeguarding Children and Child Protection – “Induction Leaflet Guidelines for School Staff 2019”
- KCC Guidelines for “Safeguarding Record Keeping in Schools” (2018)
- KCC “Dealing with Disclosures in School” (2015)
- DFE Statutory framework for the early years Foundation Stage 2017 (Section 3 – safeguarding and welfare requirements)

Trust policies are available to access via the school website www.timuacademytrust.org.uk. Staff policies are available on the school KLZ page. Paper copies of safeguarding policies are available in the centralised safeguarding folder held in each staff room.

Key responsibilities

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

The Governing Body, Executive Principal and Heads of School have read and will follow KCSIE 2019. All these people will have signed to say that they have read this.

Governors and Trustees

The schools have nominated governors for safeguarding named on the front of this document. The nominated governors will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually and when required. The Governors and Trustees also ensure that the staff receive training in line with KCSIE 2019. This training is reported on the Head of School report. These governors also come into the schools and monitor safeguarding and the single central record. This note of visit is then shared with the rest of the local governing body and the Trust Board.

The Governors and Trustees ensure that relevant staff have due regard to the Data Protection principles and comply with the **Data Protection** policy. This is reported to the Governors and Trustees as part of the Head of School report at least annually.

All Governors and Trustees undertake at least annual training on KCSIE and read and follow KCSIE 2019. Governors do not list the school(s) that they govern for on social media as part of safeguarding to protect themselves and the schools. The Governing body receive reports from the Heads of School which fulfil the safeguarding and related policy requirements.

The Governing Body, Executive Principal and Leadership Team will ensure that the DSLs are properly supported in this role.

Designated Safeguarding Lead (DSL)

Each school has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL): Tim Harwood at Iwade School and Katrine Stewart at Bobbing Village School. The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in the schools. Katrine Stewart is the Trust lead DSL and so holds oversight of both schools.

Each DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The training of the DSLs and Deputy DSLs will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (*e.g. e-Bulletins, conferences, local meetings, other training etc.*) at regular intervals and at least annually. The Trust has appointed additional staff to deputise for the DSL. Whilst actions may be delegated to the DDSLs, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
 - In the case of Children Looked After, the DSL should have the details of the child's social worker and the name of 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 Working Together to Safeguard Children 2018
- Follow up with any referrals through the digital front door not responded to within 1 working day (in line with KCSIE 2019) and note this on CPOMS
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- To ensure that records are transferred and received in line with this policy
- Manage and monitor the school's role in any multi-agency plan for a child
- To coordinate with the Designated Teacher for LAC and PLAC – in line with the **Looked After Children Policy**
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns and on-call contact in out of hours
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2019
- Will take consideration of point 99 KCSIE 2019 regarding the wishes of the child, but will operate with the best interests of the child at heart

Members of staff

All members of staff have a responsibility to:

- Report any concern they have to a DSL as soon as possible – **it is everyone's responsibility**
- Understand that GDPR does **not** prevent the reporting of safeguarding concerns
- 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 our 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 – see appendix 5 on page 39
- Know what to do if a child tells them that he or she is being abused or neglected – see page 1 and 37
- Know how to maintain an appropriate level of confidentiality
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection – see page 30
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
- safeguard children's well-being and maintain public trust in the teaching professions as part of their professional duties
- Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
- Maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- Respond to and refer any concerns about children or other members of the community in accordance with this policy
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare
- Be alert to any child who may benefit from early help and discuss these with the SENCo, Community Assistant Headteacher and/or Head of School (all of whom are DSL)
- Actively take opportunities to teach safeguarding such as online safety, road safety, PSHE, SRE etc

Children and young people

Children and young people (pupils) have a right and responsibility to:

- Contribute to the development of school safeguarding policies through the Trust Parliament
- Seek and receive help from a trusted adult
- Learn how to keep themselves safe, including online
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

Parents and Carers

Parents/carers have a responsibility to:

- Read and understand the relevant school/policies and procedures, encouraging their children to adhere to them, and adhere to them themselves
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches
- Identify changes in behaviour which could indicate that their child is at risk of harm, including online and seek help and support from the school, or other agencies
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern.

A statement on the school website informs parents and carers about our commitment, duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of this Safeguarding and Child Protection Policy and other related policies on request or via the website www.timuacademytrust.org.uk

Recognition and categories of abuse

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

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 on page 30. Staff should also refer to Part 1 and Annex A within “Keeping Children Safe in Education” 2019 and “What to do if you are worried a child is being abused” 2015. A copy of each of these are in staffroom safeguarding policies as well as on KLZ for staff to access electronically.

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused:

- in a familiar setting by those known to them or by a stranger.
- by adults or children
- via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals
- taken out of the country to be abused, in the case of honour based abuse, including forced marriage and female genital mutilation
- experiencing more than one type of abuse, as well as other difficulties in their lives

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

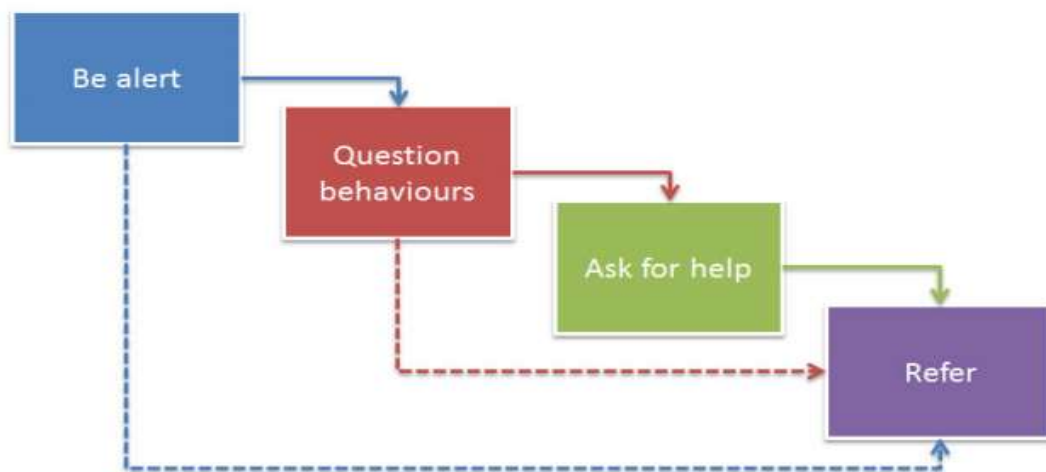
Parental behaviours’ may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't always automatically mean a child is being abused.

Safeguarding and child protection procedures

Timu Academy Trust schools adhere to the KSCMP Safeguarding Children Procedures. The KSCMP (Kent Safeguarding Children Multi-agency Partnership) replaced the KSCB (Kent Safeguarding Children Board) in September 2019. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website www.kscmp.org.uk

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children's Social Work Services and/or the police.

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

The DSL may seek advice or guidance from Area Education Safeguarding Advisor from the Education Safeguarding Team before making a decision regarding next steps. They may also seek advice or guidance from a Social Worker at the Front Door service. Any communications will be logged on CPOMS.

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

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

All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

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

In the absence of the availability of the DSL to discuss an immediate or urgent concern, staff can seek advice from a Deputy DSL. They may also seek advice from the Education Safeguarding team or via consultation from a local Authority Social Worker at the Front Door. If anyone other than the DSL makes a referral to external services then they will inform the DSL as soon as possible. Any communications will be logged on CPOMS.

On occasions, staff may pass information about a child to the DSL but remain anxious about actions subsequently taken. Staff should be able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. All cases are logged on CPOMS, alongside the follow up actions. Where staff do not have sufficient permissions to access these, a DSL will discuss the actions taken with the member of staff concerned. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the schools' escalation process.

If a child's situation does not appear to be improving, then the DSL (or the person requesting the support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Service. Any communications will be logged on CPOMS.

Record keeping

- Staff will record any concern that they have about a child on the school's safeguarding incident and logging facility of CPOMS, including a body map where injuries have been observed. DSLs and DDSLs will receive an alert indicating a new concern. Records will be completed as soon as possible by a member of staff after the incident/event, using the child's words where applicable. See Appendix 4 on page 37.
- All safeguarding concerns, discussions and decisions made (and justifications for those decisions) will be recorded. If members of staff are in any doubt about recording requirements, then they will discuss their concerns with DSL. All members of staff have the information in Appendix 4 to support them.
- Incident /Welfare concerns are recorded on CPOMS, accessible to all staff, where DSLs and DDSLs are alerted immediately of the concern.
- Cleaning staff, who work after school hours and have no access to laptops, will log any concerns on the green forms in the office. These should then be posted under the door of the Senior Leaders office so they can be acted when the staff arrive the next day.
- All follow up actions and justifications for those decisions are then recorded on CPOMS so that timelines and outcomes can be noted.
- Historic safeguarding records are kept for individual children and maintained separately from all other records relating to the child in school. Current Safeguarding records are securely stored within the CPOMS system. All safeguarding records are kept in accordance with data protection legislation and shared with staff on a 'need to know' basis only.
- The Executive Principal will be kept informed of any significant issues by the DSL.
- All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL and a receipt of delivery will be obtained. Where possible and the new school/setting is local, these will be hand delivered.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools. This is part of the CPOMS library so that all DSL's have access to it.

- Where staff have concerns such as a parent is repeatedly failing to take their child to medical appointments, have a repeatedly missing asthma pump, or continuing to not treat nits, these should be recorded on CPOMS
- Where a child receives early intervention, such as counselling, this is recorded on the RAP for the class held on KLZ
- All Staff WILL familiarise themselves with the responsibilities as outlined in this document. The following website provides guidance and documents: www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance This guidance is used to support CPD delivered on a regular basis to all staff and to ensure a high profile for safeguarding across the Trust.

Multi-agency working

Timu Academy Trust schools recognise and are committed to their responsibility to work with other professionals and agencies in line with statutory guidance (WTTSC 2018), both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Timu Academy Trust schools recognise the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy meetings, Child in Need meetings or other early help multi-agency meetings.

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

Confidentiality and record sharing

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

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies 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 responding to disclosures can be found in appendix 2 on page 33.

DfE Guidance on Information Sharing (July 2018) provides further detail.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Complaints

The Trust has a **Complaints** policy available to parents, pupils and members of staff who wish to report concerns. This can be found at www.timuacademytrust.org.uk.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Allegations of abuse against Staff** policy (staff policies held on KLZ).

Staff induction, awareness and training

All members of staff have been provided with a copy of part one of the “*Keeping Children Safe in Education*” (2019) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have sign to confirm that they have read and understood Part One and Annex A/B/C/H - a signed list is held by the lead DSL so that this can be checked.

The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted as regards the school’s internal safeguarding processes.

All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues which will enable them to:

- Recognise potential safeguarding and child protection concern
- Respond appropriately to safeguarding issues and take action in line with this policy
- Record concerns in line with the school policies
- Refer concerns to DSL and be able to seek external support
- Challenge any adult in school who is not complying with Timu safeguarding policies and report this to the Trust DSL lead.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually
- All members of staff will be made aware of the schools’ expectations regarding safe and professional practice via the **staff handbook** and **Code of Conduct** and **Acceptable Use policy** as part of the Induction process.
- The DSL/Head of School 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 schools have nominated leads for the Governing Body (Hannah Gilson, Tiffany Elliott), all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

The schools’ Safeguarding team (DSLs and DDSLs) have twice termly supervision meetings. The three aspects are:

- Oversight and accountability, checking through the thinking processes around specific children and ensuring all actions have been followed up appropriately
- Additional CPD sessions run by the Trust Lead DSL including discussing serious case reviews
- Need to recognise that own childhood experiences, cultural background and life events may colour our judgment and need a high level of emotional intelligence to ascertain if there is over-identifying with a child’s experience or downplaying its significance
- Effective supervision can see when stress is beginning to take its toll.

The intended impact is:

- Support the safeguarding team
- Improve staff and pupil well-being
- Develop consistent approaches, practices and procedures
- Promote strengths
- Deal with frustrations and possible vicarious trauma of the role
- Have strategies to deal with persistent, challenging or difficult cases and look for patterns
- Reflect on own emotional response
- See things from a different point of view
- Increase confidence
- Explore all avenues for the good of the children and young people

All class-facing staff receive termly Safeguarding update training, with information and guidance sent to all school staff, including office and Trust teams, site team, Midday Meals supervisors and cleaning staff. If staff demonstrate a lack of understanding, or confusion about any aspect of safeguarding or record keeping, this is immediately addressed by a DSL.

Intimate care may be defined as any activity required to meet the personal care needs of each individual child – full details can be found in the **Intimate Care Policy**

Safe working practice

- All members of staff are required to work within clear **Guidelines on Safe Working Practice** (GSWP) and the school's **Code of Conduct**. These documents can be found in the CPOMS library.
- Staff should be aware of the school's **Positive Behaviour Principles Handbook**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Physical intervention is only used when the child is endangering him/herself or others and such events are recorded on CPOMS. Identified staff who work with key vulnerable children receive updated Positive Handling training.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc) and should adhere to the school's **Online safety** and **Acceptable Use policies**
- 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.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People (2019) which can be in the CPOMS library.

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 DSLs.
- Newly qualified teachers and new staff will receive induction training and have a mentor with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with safeguarding responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare. Included in the Safeguarding Induction will include knowledge of all staff trained as Designated Safeguarding Leads and training on CPOMS (our safeguarding software system) where concerns are recorded and actions completed. They are directed to specific Safeguarding documents that they need to read.
- Visitors or contractors on site will receive safeguarding information with practice-based information regarding knowledge of what to do if there is a concern and the appropriate use of phones and tablets. This is available in a leaflet kept at reception.

The school 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 will be 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. This will be done as part of DSL supervision meetings so that feedback can be given to staff to continue to improve the practice of all staff.
- 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. Further information about a range of supporting organisations can be found in appendix 3 on page 35.

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS)2017. The Assistant Headteacher of each community will meet with each member of the EYFS team termly to discuss any concerns raised and agree actions and support if needed.

Safer recruitment

Timu Academy Trust schools are committed to ensure that they develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students

The Governing Body and School Leadership Team are responsible for ensuring that the Trust follows safe recruitment processes outlined within Guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

Timu Academy Trust schools are responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance. The SCR is a list of all staff, volunteers and governors and includes appropriate recruitment information such as:

- Dates of recruitment
- References
- Identity Checks
- Criminal Records check reference number, including date check was obtained and details of who obtained it
- Eligibility to work in the UK checks
- Other essential key data

The Governing Body will ensure that Senior staff responsible for conducting interviews have completed Safer Recruitment Training. This is recorded on the school's Management Information system.

The Head of School/DSL will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

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.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings.

Volunteers

Volunteers have a DBS enhanced check when they apply as part of their safeguarding checks. Once this is received, they can commence voluntary service with us. They receive safeguarding training as part of their induction.

Allegations against members of staff and volunteers

Timu Academy Trust schools recognise that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Executive Principal, who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Executive Principal then staff are advised that allegations should be reported to the Chair of the Trust Board who will contact the LADO in the first instance.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk. There are posters displayed in the school to give information to staff.

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

For specific guidance on how to respond to allegations against staff, please refer to the **“Procedures for Managing Allegations Against Staff” and Whistle Blowing Policy**.

When in doubt – consult.

Parents and Parental Responsibility

Everyone who is a parent has a right to participate in decisions about a child's education but we recognise that at times this can lead to difficulties between separated parents, which in some cases can lead to safeguarding and welfare concerns for the child/ren involved. Making child arrangements via the family courts following separation is stressful for the families and has an impact on the children.

We are aware that parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

For the purposes of education law, the Government considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

In cases where a person is not the biological parent of a child, does not have 'parental responsibility' for that child and that child no longer lives with them, it's unlikely that they will be recognised as a 'parent'. Any disputes about whether a person is a child's 'parent' within the meaning of section 576 Education Act 1996, are for the courts to decide.

A child's birth mother (the person who carried the child) has parental responsibility unless it's removed by an adoption order or a parental order following surrogacy. Where a child's father and mother were married to each other at the time of the child's birth, they each have parental responsibility for the child. Where the parents were not married to each other at that time, the child's father can gain parental responsibility:

- by registering the child's birth jointly with the mother
- by subsequently marrying the child's mother
- through a 'parental responsibility agreement' between him and the child's mother which is registered with the court
- by obtaining a court order for parental responsibility

Where two female parents have a child through fertility treatment, the mother's female partner is treated in the same way as a father. She has parental responsibility if she is married to or in a civil partnership with the mother at the time of the treatment (or if the two women agree in writing that she will be the child's second parent). She can also acquire parental responsibility in the same way that a child's father can.

People who are not the child's biological mother, father or second female parent can also acquire parental responsibility.

Civil partners have parallel rights to married people in terms of parental responsibility. The same provisions for married people apply to them in terms of:

- acquiring parental responsibility - adoption, agreement with their civil partner or by an order from the court
- holding parental responsibility

Key effects of a father or second female parent acquiring parental responsibility

When a father or second female parent acquires parental responsibility they:

- can give valid consent for his child's medical treatment (subject to the competency of the child to give their own consent or object to the treatment being proposed)
- has a right of access to his child's health records
- can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education
- has sufficient rights in relation to a child to invoke the international child abduction rules

Other ways to acquire parental responsibility

Parental responsibility can be acquired in other ways:

- adoption - only the adoptive parents will hold parental responsibility
- when a child is placed with prospective adopters they get parental responsibility for the child along with others holding parental responsibility, such as the local authority
- obtaining a parental order following surrogacy
- in the case of step-parents, through agreement with the child's mother - and other parent if that person also has parental responsibility for the child - or as the result of a court order
- being granted a child arrangements order determining that the child should live with him or her, or if the court determines that a parent should only spend time with the child, the court may also decide to grant parental responsibility
- being appointed a guardian or special guardian
- being named in an emergency protection order - although parental responsibility in such a case is limited to taking reasonable steps to safeguard or promote the child's welfare
- A local authority can also acquire parental responsibility, if it's named in the care order for a child.

More than one person, and even several people, can hold and exercise parental responsibility for a child. The parental responsibility of one party does not necessarily stop simply because another person is also given it, although this can happen. Therefore, in some cases, several people may exercise parental responsibility on behalf of a child. Parental responsibility is not given to a foster parent or key worker in residential care.

School must treat all parents equally, unless a court order limits a parent's ability to make educational decisions, participate in school life or receive information about their children. In most circumstances, the question schools must ask themselves when making decisions is not just whether the parent holds parental responsibility but whether they are a parent under education law (see page

Parental responsibility

This information is taken from 'Understanding and dealing with issues relating to parental responsibility' which can be accessed on <https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility>

In family law, parental responsibility means all the rights, duties, powers, responsibilities and authority that a parent has in relation to the child. A person with parental responsibility can make decisions about the child's upbringing and is entitled to information about their child. For example, they can give consent to the child's medical treatment and make decisions about the child's education. They also have the right to receive information about their child's health and education.

Rights of separated parents

Each person with parental responsibility for a child is entitled to:

- Receive information about their child
- Request to see their child's educational record
- Participate in statutory activities (like parent governor elections)
- Be informed about meetings involving their child (such as parents evenings or an exclusions hearing)
- Be asked to give consent (for things like school trips or sharing photos of the child on your school's website)

This means that one parent can't prevent others with parental responsibility from doing any of the things listed above, and the Trust doesn't need the consent of one parent to allow another parent to do any of these things. For example, a biological parent can't request that the Trust does not share information about a child's education with a step-parent the child lives with. That's because they both count as 'parents' under education law.

Getting consent

For activities and outings, the DfE guidance on parental responsibility sets out that as a Trust we seek consent from the resident parent unless:

- The activity is likely to have a long-term and significant impact on the child, or
- The non-resident parent has asked you to seek their consent in all such cases

We are entitled to act as 'in loco parentis' when children are in our care. This will be invoked where emergency medical treatment is needed so we can act in place of a parent, or seek consent from a parent who may not hold parental responsibility. The parents, including the non-resident parents who has asked to be kept informed, will then be contacted as soon as possible.

The resident parent is the parent the child lives with the majority of the time. If a child lives with each parent for an equal amount of time, both parents would count as resident parents. If parents cannot agree on consent, we will treat it as though consent has not been given. We will offer support to parents in such situations for example advising them to seek independent legal advice or to use an external mediator; we do not get involved in the dispute.

Checking parental responsibility

As part of our intake procedures, and for safeguarding, we get the information we need about parental responsibility on a child's application form. We may check for parental responsibility in situations such as:

- If the child's resident parent doesn't name the non-resident parent on the registration, application or intake form. We will make the resident parent aware that the other parent is entitled to be involved in their child's education and request that information is passed on
- Someone other than the people listed on the pupil's registration form is requesting information about the child
- One parent approaches the school claiming that the other parent doesn't have parental responsibility, or that parental responsibility has been taken away

We follow the Kent local authority guidance on checking parental responsibility.

We can only prevent a parent exercising their rights if:

- There's a court order relating to the child that requires this
- A change of circumstances means someone no longer has parental responsibility (for instance, if the child's mother and step-father divorce, the step-father may lose parental responsibility unless there's an agreement that says otherwise).

We have a **separated parents** policy for more details which is available on our website.

Court involvement and Cafcass

If parents go to court, Cafcass can become involved at the request of the court. Cafcass have the responsibility of providing the court with the information needed for a safe decision involving the arrangements for the children. We ask parents to inform us if Cafcass are involved so we have the information to support the children. More information around the work of Cafcass is on <https://www.cafcass.gov.uk/grown-ups/parents-and-carers/>

Where a Child Arrangements order is issued or altered we expect parents to give us a copy as soon as possible so that we follow this to support our duties in safeguarding.

Children Missing Education

Timu Academy Trust schools recognise that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Our schools are aware that a child going missing from education is a potential indicator of abuse or neglect.

Timu Academy Trust schools have a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the schools policy and procedures regarding **attendance** and **inclusion**.

Safeguarding Issues

All staff must have an awareness of safeguarding issues that can put children at risk of harm. These include:

Child Sexual Exploitation (CSE)

All TIMU staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners> which is held in CPOMS library.

‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’

Timu Academy Trust schools identify that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at TIMU recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

Links for further support:

- <https://www.barnardos.org.uk/what-we-do/protecting-children/cse>
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>
- <https://safeandsoundgroup.org.uk/help-support/parentscarers/> offers support for parents

‘Honour based’ violence

Members of staff at TIMU are aware that ‘Honour-based’ violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

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

Links for further support:

- <https://karmanirvana.org.uk/> (also forced marriage)

- <https://www.haloproject.org.uk/> (also for forced marriage)

Female Genital Mutilation (FGM) mandatory reporting duty

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

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

- "FGM The Facts": www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf
- "FGM an Overview:" <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

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

Links for further support:

- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/>
- <https://www.england.nhs.uk/wp-content/uploads/2016/12/fgm-pocket-guide-v5-final.pdf> leaflet of information for staff giving signs to look for
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/female-circumcision-fgm-cutting/> to support children
- <https://www.barnardos.org.uk/what-we-do/protecting-children/fgm>

[Summary of the FGM mandatory reporting duty](#)

Contextual safeguarding

Incidents and behaviour can be associated with factors outside of school and can occur outside the school grounds. ALL staff, but particularly the DSL team consider the context within such incidences or behaviour occur. This is given consideration of the wider environmental factors within the child's life that may be a threat to safety/welfare. This is reported in any digital front door referral.

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk This document can be found in the CPOMS library.

Links for further support:

- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/>

Radicalisation

Timu Academy Trust schools recognise that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. The Trust protects children from harm of radicalisation as part of our wider safeguarding duties. More information can be found on <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Timu Academy Trust schools will ensure all members of staff complete an approved training package 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 referral form can be found on KLZ and is called **Prevent National Referral form**.

Training

- Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>.
- Home Office training on making a referral into Channel https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html

The DSL will attend additional training which includes further information on the Prevent Duty. Kent have a dedicated Prevent Officer who can be contacted for support sally.green2@kent.gov.uk More document links are on <https://www.kelsi.org.uk/child-protection-and-safeguarding/prevent-within-schools>

Every member of staff at TIMU recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at TIMU will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

The curriculum we deliver plays a role in building resilience to radicalisation by promoting positive values – in particular, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The formal curriculum can be used to support positive messaging and counter-narratives, for example in PSHE, history, citizenship and RE. This allows pupils to be supported to explore through debate and discussion these issues in a safe environment. Staff engaging in these discussions will have been trained in Prevent duty and be coached in leading and managing such discussions.

The majority of Timu schools are White British children so may be vulnerable to extreme right wing groups (who would target our minority ethnic community) or Islamic extremism (which would target our minority of Muslim children and families). The RE curriculum teaches children about Islam as well as other religious beliefs and encourages children to discuss their beliefs and to be tolerant of all beliefs.

Additional information about responding to radicalisation and extremism online can be found in the schools **Online Safety Policy**. More information can also be found on www.educateagainsthate.com or <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Peer on peer abuse

All members of staff at Timu Academy Trust recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. Leadership and staff are to

be mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Timu Academy Trust believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Timu Academy Trust is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including and not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

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

'Sexting' (Youth Produced Sexual Images) will not be tolerated. The Trust schools will respond to cases of "sexting" in line with UKCCIS "Sexting in Schools and Colleges" guidance and in line with Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.

The schools take steps to minimise the risk of all forms of peer on peer abuse. We ensure that appropriate PSHE curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).

Pupils who experience peer on peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Support from the member of staff, alongside DSL, to have their wishes about how they want to proceed heard, as KCSIE point 258 states that victims should be given 'as much control as is reasonably possible'
- Concerns will be recorded with discussions regarding how to respond to concerns and build resilience
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance if needed

Pupils who are alleged to have abused other pupils will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing and supporting parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with school behaviour policy. This may include official warnings, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate.

Homelessness

At Timu we recognise that homelessness presents a real risk to a child's welfare. The DSL team are aware of using Porchlight <https://www.porchlight.org.uk/commissioners-and-professionals/our-services/housing-and-homelessness-services> and Kent guidance on <https://www.kent.gov.uk/social-care-and-health/care-and-support/housing-and-care-homes/homeless> to support homeless families and access Kent Homeless Connect to make a referral. The DSL team are aware that even where a referral is proceeding, this does not replace a referral

through the digital front door where a child has been harmed or is at risk of harm. The FLO acts to support families struggling with risk of, or homelessness. Where possible, the Trust uses funding to support the family in matters such as travel so children can continue to attend school.

Links to provide support:

- https://england.shelter.org.uk/_data/assets/pdf_file/0007/269512/GP_Briefing_Supporting_homeless_children_Children_and_family_services.pdf
- <https://www.barnardos.org.uk/what-we-do/supporting-young-people/homelessness>
- <https://www.homeless.org.uk/sites/default/files/site-attachments/HomelessFamiliesLearningResource%20FINAL.pdf> support resource for staff

Family members in Prison

Children who have a family member in prison are at risk from poor outcomes including poverty, stigma, isolation and poor mental health. Where we are made aware, the FLO provides support the family, as well as the DSL team being made aware. This is logged on CPOMS as a safeguarding concern so it can only be seen by the DSL team as we recognise there is stigma for the family associated with this.

Links to provide support:

- <https://www.nicco.org.uk/>
- <https://www.barnardos.org.uk/what-we-do/helping-families/children-with-a-parent-in-prison>
- <https://www.prisonadvice.org.uk/pages/faqs/category/tell-my-child>
- <https://www.familiesoutside.org.uk/content/uploads/2017/12/Families-Outside-Schools-Booklet-for-Teachers.pdf> - booklet for teachers on supporting prisoners' families

Domestic Abuse

The cross-Government definition of domestic abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional.

We receive Operation Encompass notifications from Kent Police which are logged on CPOMS so that follow-up actions can be taken. We use guidance from:

- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- <https://www.refuge.org.uk/>
- <https://mensadviceline.org.uk/> for male victims of domestic abuse
- <http://www.galop.org.uk/> for LGBT+
- <https://www.womensaid.org.uk/cover-your-tracks-online/> to remove evidence of visiting domestic abuse websites
- Hestia app or Bright Sky app which provide support and information
- <https://chayn.co/> for multi-language support
- <https://www.imkaan.org.uk/> for black and minority group abuse
- <https://southallblacksisters.org.uk/> for support for Asian and Afro-Caribbean women

- <http://staysafe-east.org.uk/> supporting deaf and disabled people dealing with crime, domestic and sexual abuse
- <https://signhealth.org.uk/> supporting deaf people
- <https://safelives.org.uk/>
- <https://respectphoneline.org.uk/> offering advice to those who are perpetrators

The FLO acts supportively to help families who are victims of domestic abuse – through phone calls, face to face meetings and helping with referrals into agencies to get support. The Trust respects where adults feel unable to give the school their home address where this is a refuge. This address is held in the Safeguarding folder in a locked cupboard which has restricted access.

Gangs, County lines, violent crime and exploitation

Timu Academy Trust recognises the impact of gangs, county lines, violent 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.
- Increased absence from school
- Change in friendships/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in well-being
- Signs of assault/unexplained injuries
- First and subsequent day calling when the child is absent without reason

Online safety

It is recognised by Timu Academy Trust that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSLs and DDSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.

Timu Academy Trust identifies that the issues can be broadly categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

The DSL and leadership team have read annex C regarding Online Safety within “Keeping Children Safe in Education 2019 – a signed list of this is held.

Timu Academy Trust recognises the specific risks that can be posed by mobile phones, smart watches, tablets and cameras and in accordance with KCSIE 2019 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community: **Acceptable use policy, Online safety policy, Social Media,**

Mobile Phone and Electronic device policy. Further information reading the specific approaches relating to this can be found on the TIMU website. Any concerns raised with online safety are reported in summary to the Governing Body in the Head of School report, along with actions taken.

Timu Academy Trust ensures that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. We use a filtering system set by Cantium where a daily report, which can be filtered by category, is sent to the ICT technician to show what has been accessed. Any concerns are raised immediately to the Head of School/DSL. A summary of any filtering concerns is reported to the Governing body in the Head of School report.

The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding. Timu Academy Trust acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken. Children are taught about online safety across the curriculum and all sign the **Acceptable Use Policy for pupils** which is also shared with their parents. Our **EYFS policy** makes reference to online safety and how devices are monitored within EYFS for safeguarding purposes.

Timu Academy Trust will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and safely and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

For more information about cyber bullying see the **Positive Behaviour Principles** handbook which contains the **anti-bullying** policy and the **online safety** policy.

Detailed information about the school's response to online safety can be found on the TIMU website. More information for staff can be found on www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety.

Safeguarding vulnerable children

Timu Academy Trust acknowledges that children with *Special educational needs (SEN), disabilities, looked after or adopted from care* can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. Members of staff are encouraged to be aware that these children can be disproportionately impacted by safeguarding concerns such as bullying.

The DSLs work together to consider safeguarding for all children including those with SEND, Looked After or adopted from care. The DSL team includes our SENCo and Designated Teachers.

We consider:

- The specific needs and prior attainment of children in our Trust
- How these needs may increase their vulnerabilities online and in person (such as bullying)
- What actions we can take to minimise risks online for our vulnerable children
- How policies need to be adjusted to ensure they consider and support vulnerable children

Where a child has a specific online safety concern, we will write this into the EHCP (Education Healthcare Plan) or an online safety plan which is shared with the child's parents.

Keeping Children Safe in Education 2019 list the following additional barriers for SEND children:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Our SEND team support the development of our policies so that these barriers are given consideration. We meet as a team of DSLs on a regular basis, so we share the caseload and bring fresh eyes to all open cases so that we can carefully reflect on these additional barriers for our children. This caseload review means we can spot any patterns or exceptions for the children and take rapid action.

Timu Academy Trust 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 by 1:1 support and communication interventions, such as Communicate in Print and British Sign Language.

Our PSHE curriculum is designed with our pupils in mind, so contextual issues are addressed. The curriculum delivery allows for the 'over learning' of key messages about being safe, what is safe and unsafe, consistency in rules and clarity in their meaning (to reduce abstraction) and use of prompts to remind children who have memory issues.

The CEOP link <https://new.thinkuknow.co.uk/professionals/resources/know-your-friends-with-josh-and-sue/> can be used to support SEND children in understanding basic online safety rules.

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. See also our **Looked After Children** policy on the Trust website.

Curriculum and staying safe

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; 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.

Timu Academy Trust schools 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 that of others. Online safety is integrated into the curriculum.

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

Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE) and through Relationships and Sex Education (RSE). This will include, but is not limited to, bullying (including cyber bullying), radicalisation, Child Sexual Exploitation (CSE) stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and sexting.

Specific systems outside of expected day to day classroom interaction and support include: school council, buddy and peer mentoring systems, PSHE events, feedback questionnaires with groups of children, Anti-bullying policy and workshops to children and parents and Think U know. Pupil and parent voice demonstrate positive impact of shared knowledge.

The use of school premises by other organisations

Where services or activities are provided separately by another body using the school premises, the Executive Principal and Trust Board 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 assurance is not achieved, an application to use premises will 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 information is shared via meetings such as briefing, staff meetings and community briefings, or through other methods such distribution of minutes of meetings, for example, School Council and Trust Parliaments or Staff training. To further develop our whole school ethos, we welcome comments from pupils, parents and others about areas that may need improvement as well as what we are doing well. The site team undertake at least termly site walks with the Heads of School.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within this guidance. Visitors will be expected to sign in and out 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. Full information about this is in our safeguarding leaflet which is available at both schools receptions.

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 in line with our **Parent, Carer and visitor code of conduct**.

Monitoring and Review

All school staff will have access to a copy of this policy and the Safeguarding Team has the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.

This policy has been written in September 2019 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare. It has been adjusted over time to take into account the implementation of our CPOMS system and further strengthening of the safeguarding procedures in school.

The DSL will review the policy during the year following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Local support

All members of staff in Timu Academy Trust schools are made aware of local support available

- Contact details for Area Safeguarding Adviser (Education Safeguarding Team)
Robin Brivio 03000 412445 or robin.brivio@theeducationpeople.org
- Contact details for Online Safety in the Education Safeguarding Team
Rebecca Avery, Education Safeguarding Adviser (Online Protection):
Ashley Assiter, Online Safety Development Officer
03000 415797
esafetyofficer@theeducationpeople.org (non-urgent issues only)
- Contact details for the LADO
Telephone: 03000 410888
Email: kentchildrenslado@kent.gov.uk
- Childrens Social Work 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 Multi-agency Partnership (KSCMP)
kscmp@kent.gov.uk
03000 421126

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. All members of staff should read and understand part one of 'Keeping children safe in education' 2016 and staff who have direct contact with pupils should also read annex A.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation
- 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 eg anxiety of being left with relatives
- 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 the torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- 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
- Inadequate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self-esteem

Appendix 2: Keeping yourself safe when responding to disclosures

(the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what is being said

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep 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 as far as is necessary for you to establish whether or not you need you need to refer the matter but do not interrogate for full details
- Do not ask leading questions: “Did he/she..?” Such questions can invalidate evidence
- Do ask open “TED” questions: Tell, explain, describe
- Do not criticise the perpetrator, the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

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

5. Remember

- Contact the Designated Safeguarding Lead (DSL)

- The DSL may be required to make appropriate records available to other agencies

KSCMP: www.kscMP.org.uk

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 3: National Support Organisations

Reporting child abuse to the local Authority, NSPCC or Police <https://www.gov.uk/report-child-abuse>

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Support for Pupils
- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Domestic Abuse
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- Honour based Violence
- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>
- Sexual Abuse and CSE
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

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

Radicalisation and hate

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

Appendix 4: Trust CPOMS categories and processes

Safeguarding is all our responsibility therefore :

- **High Priority** tab should be ticked for incidents which need URGENT action
- Concerns should be recorded on CPOMS as soon as possible but before 12pm (morning concerns) or before 3pm (afternoon concerns)
- When writing a concern ensure you write **full names, facts and pupil's own words** where ever possible without your interpretations
- Actions by FLO, DSLs, Community L or Assigned Staff to be recorded on CPOMS by the end of the day
- Teacher and/or DSL meetings with parents arranged by the end of the day and where possible had the same day.
- Monitoring action should be completed within 24 hours of the initial alert - and updated as stated
- Referrals should be made promptly within 24 hours but ideally the same day
- 'Check in' requests should be emailed or recorded on CPOMS with an Alert to who should be carrying out this monitoring
- Check in should be updated on CPOMS weekly, or if a concern by the end of that day.
- Please ask to find out what has happened with your concern should you not have been notified

For DSLs

- Each week bring cases that are ready to close to SLT
- Complex cases to be reviewed twice a term at the DSL supervision along with tracking of discussions and reasons for keeping open or closed
- Cases with multiple entries in a short term to be discussed during DSL Supervision
- Keep those who have raised actions informed that you have taken steps - even if you can't share the details.

Main Category	ATTENDANCE	BEHAVIOUR	SAFEGUARDING	WELL-BEING
Sub Categories	<ul style="list-style-type: none"> • High Priority • Attendance Concern • Punctuality Concern • Communication with parent • Penalty notice issued • FLO involved 	<ul style="list-style-type: none"> • High Priority • Behaviour Incident • Red Behaviour Incident • Verbal Bullying • Physical Bullying • CyberBullying • Racist Incident • Homophobic Incident • Verbal/Aggressive to peers • Verbal/Aggressive to adults • Positive Handling • FLO involved 	<ul style="list-style-type: none"> • High Priority • Emotional related • Physical related • Neglect related • Sexual related • Peer on Peer abuse • Domestic Violence • Grooming • FGM • Operation Encompass • Court order in place • Outside agency contact • Early Help • CHIN • CP • FLO involved • County Lines 	<ul style="list-style-type: none"> • High Priority • Concern for the well-being of the child • Concern for the well-being of the parent • Medical Incident • Change in home circumstances • Parents in conflict • Housing concerns • Outside agency contact • FLO involved • Behaviour concern outside of school
MUST alert:	FLO Comm. Lead Head of School	Comm. AHT/Comm. Lead (Of community involved) Strat Team	DSL team	FLO Comm. AHT/Comm. Lead (Of community involved) Strat Team
COULD alert:		FLO		
Assign to:	FLO	Comm. Lead or Head of School	Head of School	FLO Comm. AHT/ Comm. Lead Head of School SENCO

Note: Where a parent reports an incident of bullying, this should be coded in the first instance as Parent concern whilst it is investigated fully. This is to ensure our internal reporting mechanisms

Appendix 5 – Making a referral to Social Care

- Please speak to the Lead DSL before making a referral
- You may need to speak to a member of the Education Safeguarding Team before hand to discuss your thoughts and next steps - 03000 418503
- You may also ring for consultation with the Integrated Front Door: 03000 411111 (outside office hours 03000 419191)

Making a Referral

- Have CPOMS open you will be able to use this for DOB and addresses that are required for the form. It may also be helpful to have the child's file as sometime cross checking information is useful.
- <https://www.kelsi.org.uk/>
- Click 'Integrated Children's Services' tab
- Click 'Front Door' circle
- Click hyperlink to 'The Single Request for Support Form'

REQUEST FOR SUPPORT
Intensive/Specialist only

<https://www.kent.gov.uk/cpoms/child/kent-support-forms-intensive-specialist-only>

1. Referrer details (parent/carer, agency requesting support)

Full name: []	Job title: []	Email: []
Telephone: []	Agency/organisation: Click to select	Name of agency/organisation: []

Has the Designated Safeguarding Lead been consulted? **Click to select**

Name and position of the person you consulted with:	[]
If the designated person has not been consulted why to best?	[]

If you are requesting an Occupational Therapy Assessment: **Click to select** For advice please call the local Disabled Children's Occupational Therapy Team.

2. Parental agreement to engage with services

The parent or guardian's agreement to engage with Kent Children's Social Work and Early Help teams should be sought before discussing a Request for Support about their child with other agencies, unless this may itself place a child at risk of significant harm. A completed copy of this form should be shared with the family, and the parent should be aware that the Request for Support form will be used to determine the most appropriate advice and support for their family, and for the planning and evaluation of the support.

Name of person who gives this agreement: []	Date agreement given: Click or tap to enter a date.
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- Complete the form use evidence from CPOMS and if there is lots record it chronologically. If you believe they are at risk of harm you need to get that across - we are always happy to write in pairs.
- PARENT SHOULD AGREE TO THE REFERRAL UNLESS THE CHILDREN ARE AT RISK OF HARM
- It will ask for concerns and what you hope the resolution to be – be exact
- There is a box for additional information – anything else you think they should know - it might seem incidental but remember you know these children well.
- Once completed - save

11. Please save this document securely. This form must now be sent to Kent County Council via the secure upload tool. This can be accessed via the following link <https://www.kent.gov.uk/singlerequestupload> This includes the facility to upload other relevant documents.
This form can be printed and shared with the parent/carer if appropriate.

- Click on the Hyperlink at the bottom of the page it will then take you to the Front Door
- Complete the form

Appendix 6 – Statutory assessments – information for DSLs

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.

Children in need – section 17 - CHiN

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm – section 47 – Child Protection

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The Local Authority should respond within 1 working day. Where this fails to be the case, the DSL will continue to call and follow up. These calls will be logged on CPOMS.