Child Protection Policy – Thistle Hill Academy

Reviewed September 2019
The Board of Directors reviews and approves this policy a minimum of once a year. It may, however, review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.

Key Contact Personnel in School

If you are concerned about a child contact

Designated Safeguarding lead (DSL)
Trust Safeguarding Lead (TSL)

Mrs Annette Bevan (DSL)

Mrs Sarah Partridge (TSL)

Mrs Val Shrivel (DSL)
Mrs Emma Woodruffe (Deputy Designated Safeguarding Lead)
Mrs Jennifer Bailey (Deputy Designated Safeguarding Lead)
Miss Emily Smith (Deputy Designated Safeguarding Lead)
Miss Chloe Liebenhals (Deputy Designated Safeguarding Lead)

Named Safeguarding Governor: Mr Richard Epps

All staff should have access to this policy and sign to the effect that they have read and understood its content.
# Education Safeguarding Service – January 2019

## Head Office
Room 2.30, Sessions House, County Hall, Maidstone ME14 1XQ

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**Integrated Front Door:** 03000 411111 (outside office hours 03000 419191)

**Early Help Contacts** (district teams) can be found on [www.kelsi.org.uk](http://www.kelsi.org.uk)
Local Authority Designated Officer Contacts

If a call is urgent i.e. **a child is in immediate danger**, and the call **cannot** go through to the officer on **Duty**, the call should go through to the **Integrated Front Door on: 03000 41 11 11**

Calls for **child protection training, querying procedures and policies or general child protection concerns** should be transferred to the appropriate ELS Area Safeguarding Adviser

**LADO Team contact number: 03000 410 888**

Now it’s just one number for the whole LADO Team covering Kent Local Authority

**Email:** kentchildrenslado@kent.gov.uk

Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU

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**Area Education Officers**

- **South Kent** – David Adams 03000 414989
- **East Kent** – Marisa White 03000 418794
- **West Kent** – Jared Nehra 03000 412209
- **North Kent** – Ian Watts 03000 414302

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**INTRODUCTION**

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

- DfE guidance Keeping Children Safe in Education (2019)
- Disqualification under the Childcare Act (2006) and Childcare (Disqualification) Regulations (2009)
- Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
- Information Sharing (2015)
- Kent and Medway Online Safeguarding Children Procedures (2018)
- What to do if you are worried a child is being abused 2015
- Kent and Medway thresholds and eligibility Criteria 2018
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.

**Ofsted’s definition of safeguarding**

“Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; school security.”

All relevant 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 Teachers) will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

**ETHOS**

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

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

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

The academy will endeavour to support the welfare and safety of all pupils through:

- maintaining children’s welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don’t feel safe and identify who they might /can talk to
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- ensuring all children are taught how to stay safe online through our comprehensive e-safety policy
- a comprehensive anti-bullying policy where all concerns are taken seriously and investigated fully
- ensuring all steps are taken to maintain site security and student’s physical safety
- working with parents to build an understanding of the school’s responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures and lines of communication
• monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
• developing effective and supportive liaison with other agencies

RESPONSIBILITIES

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

All school staff should maintain an attitude of ‘it could happen here.’

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

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

The Stour Academy Trust is a multi-academy trust and within each academy there is a Designated Safeguarding Lead who will provide support to staff members to carry out their safeguarding duties. The DSL is supported by Deputy Safeguarding Leads, with the Trust Safeguarding Leads oversees all safeguarding. These members of staff are Rachael Howell and Sarah Partridge, who form the school’s Child Protection team. The DSL MUST inform a TSL’s.

All staff have a responsibility to understand the role of the DSL/TSL.

The Trust Safeguarding Leads (TSLs) have overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school. This includes:
• Acting as a consultant for staff to discuss concerns
• Maintaining a confidential recording system
• Co-ordinating safeguarding action for individual children
• Liaising with other agencies and professionals
• Ensuring that locally established procedures are followed and making referrals as necessary
• Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
• Managing and monitoring the school’s part in Early Help/ Child in Need / Child Protection plans
• Organising training for all school staff

The overall responsibility for Child Protection lies with the Head Teacher of the academy.

The Governing Body and school leadership team, including the TSLs, will ensure that the DSL and their team are properly supported in their roles at a time and resource level. The welfare and safety of children however are the responsibility of all staff in school and ANY concern for a pupil’s welfare MUST be reported to the Designated Safeguarding Lead (s) (DSL) straight away. All members of staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Trust Safeguarding Leads, who will gather and share information with other professionals and complete an early help notification.

The DSL must inform the TSLs of any action taken and additional support.

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

The academy adheres to the KSCB Safeguarding Children Procedures April 2018. The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

Additional guidance can be found on the Safeguarding board in the staffroom.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision she may choose to consult with the Area Safeguarding Adviser -Education (Claire Ledger -03000 415648) Advice may also be sought from Specialist Children’s Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process. Parental consent must be obtained prior to making a referral or consultations with any professional agency.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision is made to refer to Specialist Children’s Services or other services.

Such referrals might include referral to Specialist Children’s Services as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the Early Help and preventative services process or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc.

Referrals to Specialist Children’s Services will be made using Kent’s inter-agency referral (IAR) form with reference to the Kent Inter-agency Threshold Criteria for Children in Need. This can be found on the KSCB website www.kscb.org.uk

In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. All referrals are now made via the Central Duty Team unless it’s already an open case.

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

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from other members of the school’s designated Child Protection team, or in their absence from the Education Safeguarding Team on 03000 415648 or Specialist Children’s Services.

If a call is urgent i.e. a child is in immediate danger and for some reason a member of the Education Safeguarding Team is unavailable, the staff member should phone the Integrated Front Door on: 03000 41 11 11. Outside office hours: 03000 41 91 91.

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

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

The school has a nominated governor for safeguarding (Mr Ben Martin). The Governing Bodies should utilise ‘the experience and expertise of their staff when shaping safeguarding policies’. This allows staff to contribute to and shape the safeguarding arrangements and child protection policy. The nominated governor will take the lead role in consultation with the Head teacher/SLT, in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

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

www.thistlehill.kent.sch.uk

Recognition and categories of abuse

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

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

However, there are also specific safeguarding issues involving female genital mutilation (FGM), child sexual exploitation (CSE) and preventing radicalisation and faith abuse, of which staff need to be aware. (See Appendix A) (NB There are other issues to listed in Keeping Children Safe In Education September 2019 at the end of section 1 in addition to these e.g. peer on peer abuse)

The most up to date definitions for all these are found in Appendix A of this document.

Indicators and signs of abuse are listed in the leaflet “Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff” distributed to all staff. A copy of this leaflet can be found on the staff room notice board, and all staff members have been issued with this information within a Safeguarding/Child Protection information pack (also see – What to do if you’re worried a child is being abused March 2015)

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

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

INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the TSL in line with government guidance, and all staff are updated annually at the beginning of the school year.

All staff will have read at least part one of ‘Keeping Children Safe in Education.’ DFE – September 2019. A register should be signed to say this has occurred. A copy of this along with the Child Protection policy.
The nominated governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

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

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

The Head Teacher will provide a termly report to the Governing Body (Strategy Report) detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

**RECORD KEEPING (See Guidelines for Safeguarding Record Keeping In Schools November 2016 - KCC)**

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

Pink forms are kept in the staffroom, main office and teacher’s work room.

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

The Head Teacher, as official DSL, will be kept informed of any significant issues by the rest of the school’s designated Child Protection team.

Detailed guidance on Record Keeping is found in a separate document “Guidelines for Safeguarding Record Keeping in Schools” – Staff MUST familiarise themselves with the responsibilities outlined in this document. (See Guidelines for Safeguarding Record Keeping in Schools November 2016)

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

**ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS**

The Academy recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the local authority’s Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

All staff need to be 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. When in doubt – consult.

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

For specific guidance on how to respond to allegations against staff, please refer to the “Procedures for Managing Allegations Against Staff” which can be found at [http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/managing-staff-allegations](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/managing-staff-allegations) (may also reference chapter 4 of KCSIE 2019)
ALLEGATIONS AGAINST PUPILS (PEER ON PEER ABUSE)

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

**Physical Abuse**

- violence, particularly pre-planned
- forcing others to use drugs or alcohol (usually older children)

**Emotional Abuse**

- blackmail or extortion
- threats and intimidation (prolonged period)

**Sexual Abuse**

- in older children, indecent exposure or indecent touching
- serious sexual assaults (where the child is of an age to understand the nature of the assault)

**Sexual Exploitation**

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.
Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils’ files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

Depending on the nature of the allegation and the age of the children, It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
WORKING WITH OTHER AGENCIES

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

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

The academy recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help teams around the family.

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

CONFIDENTIALITY AND INFORMATION SHARING

We recognise that all matters relating to child protection are confidential. The Head Teacher or DSL will disclose any information about a pupil to other members of staff on a ‘need to know’ basis. (See Guidelines for Safeguarding Record Keeping in Schools 2016)

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing. Further advice on dealing with disclosures can be found in the document “Child Protection - Dealing with Disclosures in School”

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.

The academy will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Voice of the Child Systems have been established to support the empowerment of children to talk to a range of staff. Children at our academy will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. The school also has a Parent Support Advisor and additional deputy DSL’s.

Specific systems outside of expected day-to-day classroom interaction and support include: our School Council, buddies for vulnerable children, feedback questionnaires from targeted groups of children, and dedicated whole-school anti-bullying and wellbeing focus within the school year.

E-SAFETY (now referenced as online safety)

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. The academy will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school’s e-Safety policy which can be found on the school website:
SUPERVISION AND SUPPORT

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

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach KCC’s Support Line directly (01622 526910 or email supportline@kent.gov.uk).

SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice / the school’s Code of Conduct.

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

Physical intervention should only be used when the child is actually or imminently endangering him/herself or others. Significant interventions should be recorded, signed and dated as soon as possible after the incident by the staff involved. Staff should be aware of the school’s Behaviour Policy. (See use of reasonable force in schools 2010/2013 nb you can use force to prevent a child disrupting others learning e.g. to escort a child away from a classroom – usually undertaken by the SLT)

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People (2009) which can be found at the Kelsi website www.kelsi.org.uk

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in the school’s e-Safety/online safety policy. (Also see Acceptable Use Policy, safety advice on Kelsi, Teachers Standards 2012 or contact Becki Avery - county lead)

COMPLAINTS

The school has a complaints procedure available to parents, pupils/students and staff who wish to report concerns. This can be found within the Complaints Policy in the policies section of the school website: www.thistlehill.kent.sch.uk. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff.

SAFER RECRUITMENT

The academy is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

Disqualification under the Childcare Act 2009

See statutory guidance for local authorities, maintained schools, independent schools, academies and free schools – February 2015.
The Governing Body will ensure that staff the Head Teacher and other staff or governors deemed appropriate complete accredited Safer Recruitment Training in line with government requirements.

**THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. The academy will minimise the risks of radicalisation and extremism during its checks against those wishing to use the facilities. If assurance is not achieved, an application to use premises may be refused. See the Lettings Policy [www.stouracademytrust.org.uk](http://www.stouracademytrust.org.uk) for more details.

**SECURITY**

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

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

The school will not accept the behaviour of any individual (parent 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. Any refusal to leave, or any return when banned, is a criminal offence under the Education Act 1996.

Signed ___________________________ Chair of Local Governing Body

Date ______________________________

Signed ___________________________ Headteacher

Date ______________________________

Signed ___________________________ Named Safeguarding Governor

Date ______________________________
APPENDIX A - Types of Abuse and Specific Safeguarding Issues

From Keeping children safe in education: Information for all school and college Staff (2019)

**Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

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

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

**Neglect**: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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.

**Specific safeguarding issues**

Further advice / guidance and training available from KSCB they have free live and online courses covering some of the issues check kscb.org.uk

The academy recognises 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. The academy is aware that a child going missing from education is a potential indicator of abuse or neglect. The academy has 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.

**Children missing from education**
All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college’s unauthorised absence and children missing from education procedures.

**Children with family members in prison**
Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:
• Children who appear with unexplained gifts or new possessions;
• Children who associate with other young people involved in exploitation;
• Children who have older boyfriends or girlfriends;
• Children who suffer from sexually transmitted infections or become pregnant;
• Children who suffer from changes in emotional well-being;
• Children who misuse drugs and alcohol;
• Children who go missing for periods of time or regularly come home late; and
• Children who regularly miss school or education or do not take part in education.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. (See the CSE toolkit from KSCB [http://www.kscb.org.uk/](http://www.kscb.org.uk/))

**So-called ‘honour-based’ violence:** So-called ‘honour-based’ violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.
If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

**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: fmu@fco.gov.uk

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines [https://www.gov.uk/government/publications/female-genital-mutilation-guidelines](https://www.gov.uk/government/publications/female-genital-mutilation-guidelines). Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

**FGM mandatory reporting duty for teachers:** Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

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 good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) 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.

**Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance and multi-agency guidelines](https://www.gov.uk/government/publications/forced-marriage-statutory-guidance-and-multiparty-agency-guidelines), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.
**Preventing Radicalisation:** The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015. (Please see “channel vulnerability assessment” October 2012 any staff wishing to learn more should visit [http://course.ncalt.com/Channel_General_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) where online training is available (ncalt channel general awareness.)

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
Channel
School and college staff should understand when it is appropriate to make a referral to the Channel programme - Channel guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. Channel guidance is available at: www.gov.uk/government/publications/channel-guidance

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

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

Key Messages: child abuse linked to faith or belief
Child abuse is never acceptable wherever it occurs and whatever form it takes. Abuse linked to belief, including belief in witchcraft or possession, is a horrific crime which is condemned by people of all cultures, communities and faiths

- Child abuse is condemned by people of all cultures, communities and faiths, and is never acceptable under any circumstances. Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them as evil or as a witch. Where this type of abuse occurs it causes great distress and suffering to the child.

- Everyone working or in contact with children has a responsibility to recognise and know how to act on evidence, concerns and signs that a child’s health, development and safety is being or may be threatened, especially when they suffer or are likely to suffer significant harm.

- Standard child safeguarding procedures apply and must always be followed in all cases where abuse or neglect is suspected including those that may be related to particular belief systems.

- The number of cases of child abuse linked to a belief in spirits, possession and witchcraft is small, but where it occurs the impact on the child is great, causing much distress and suffering to the child. It is likely that a proportion of this type of abuse remains unreported.
Research commissioned by the DfE in 2006 reviewed child abuse cases that had occurred between 2000 and 2005 to identify any cases where the abuse was linked to accusations of possession or witchcraft. 38 cases involving 47 children were found to be relevant and sufficiently well documented. The children came from a variety of backgrounds including African, South Asian and European.

• **Child abuse linked to faith or belief may occur where a child is treated as a scapegoat for perceived failure.** Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which children become at risk. These reasons can include family stress, deprivation, domestic violence, substance abuse and mental health problems. Children who are different in some way, perhaps because they have a disability or learning difficulty, an illness or are exceptionally bright, can also be targeted in this kind of abuse.

**Domestic violence and abuse: new definition**

The cross-government definition of domestic violence and 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
- emotional

**Controlling behaviour**

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour**

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This is not a legal definition.

**Definition of domestic violence and abuse: guide for local areas**

To help local areas consider how the extension to the definition of domestic violence and abuse may impact on their services, the Home Office, in partnership with Against Violence and Abuse (AVA) has produced a guide for local areas.

**Domestic abuse and young people**

The changes to the definition of domestic raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse.
By including this age group the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service.

**Fabricated or induced Illness**

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **Fabrication** of signs and symptoms. This may include fabrication of past medical history;
- **Fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;

The following list is of behaviours exhibited by carers which can be associated with fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

- Deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child’s body so as to cause physical signs.
- Interfering with treatments by over dosing with medication, not administering them or interfering with medical equipment such as infusion lines;
- Claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems;
- Exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous;
- Obtaining specialist treatments or equipment for children who do not require them;
- Alleging psychological illness in a child.

**Peer on peer abuse:** Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

**What is Sexual violence and sexual harassment?**

Sexual violence - It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Child criminal exploitation: County lines - Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
can affect any vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**Children and the court system**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

**Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homelessness Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets
Appendix B

Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1)

School/college action

Referral not required, school/college takes relevant action, possibly including pastoral support and early help (2) and monitors locally

Other agency action

Referral (3) made if concerns escalate

Designated safeguarding lead or staff make referral (3) to children’s social care and call police if appropriate

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: refer emergency services (9)

Section 47 (4) enquires appropriate: refer appropriate: refer to social worker, police or NSPCC (9)

Section 17 (4) enquires appropriate: refer to social worker, police or NSPCC (9)

No formal assessment required: refer to social worker, police or NSPCC (9)

Appropriate emergency action taken by social worker, police or NSPCC (9)

Identify child at risk of significant harm (4): possible child protection plan

Identify child in need (4) and identify appropriate support

School/college considers pastoral support and early help assessment (2) accessing universal services and other support

Staff should do everything they can to support social workers. At all stages, staff should keep the child’s circumstances under review (involving the designated safeguarding lead or deputies as required), and re-refer if appropriate, to ensure the child’s circumstances improve – the child’s best interests must always come first

(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child’s welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).
### Kent Support Levels Guidance Sheet

This form is designed as a quick reference guide and should be used in conjunction with the online Kent Support Levels Guidance www.kscb.org.uk

**Appendix C**

<table>
<thead>
<tr>
<th><strong>UNIVERSAL SUPPORT LEVEL 1</strong></th>
<th><strong>ADDITIONAL SUPPORT LEVEL 2</strong></th>
<th><strong>INTENSIVE SUPPORT LEVEL 3</strong></th>
<th><strong>SPECIALIST SUPPORT LEVEL 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children and Young People</strong></td>
<td><strong>Children and Young People</strong></td>
<td><strong>Children and Young People</strong></td>
<td><strong>Children and Young People</strong></td>
</tr>
<tr>
<td>- Physically healthy with development checks up to date</td>
<td>- Occasional absence from school</td>
<td>- Persistent, unexplained absence from school / NEET</td>
<td>- Persistent, unexplained absence from school / NEET</td>
</tr>
<tr>
<td>- Has an adequate and nutritious diet, regular dental and optical checks</td>
<td>- Potential of becoming NEET</td>
<td>- At risk or has been permanently excluded from school</td>
<td>- At risk or has been permanently excluded from school</td>
</tr>
<tr>
<td>- Attendance at school/college/training above 95%</td>
<td>- Missing or absence from home</td>
<td>- Regularly missing from home or school without explanations</td>
<td>- Regularly missing from home or school without explanations</td>
</tr>
<tr>
<td>- No concerns about home/school link</td>
<td>- Young person presents with low level indicators from the Child Sexual Exploitation Tool Kit</td>
<td>- Significant dislikes</td>
<td>- Significant dislikes</td>
</tr>
<tr>
<td>- Able to discriminate between safe and unsafe</td>
<td>- Use of illicit drugs and alcohol use</td>
<td>- Serious delay in achieving milestons raising significant concerns</td>
<td>- Serious delay in achieving milestons raising significant concerns</td>
</tr>
<tr>
<td>- Has a good understanding of right and wrong</td>
<td>- Teenage pregnancy</td>
<td>- Teenage pregnancy</td>
<td>- Teenage pregnancy</td>
</tr>
<tr>
<td>- No concerns about child’s mental health</td>
<td>- Risky sexual behaviours</td>
<td>- Risky sexual behaviours</td>
<td>- Risky sexual behaviours</td>
</tr>
<tr>
<td>- No barriers to learning and no concerns about child’s cognitive development</td>
<td>- At risk from Radicalisation through technology or inappropriate materials</td>
<td>- At risk from Radicalisation through technology or inappropriate materials</td>
<td>- At risk from Radicalisation through technology or inappropriate materials</td>
</tr>
<tr>
<td>- No concerns about child’s behaviour</td>
<td>- Young person presents with medium level indicators from the Child Sexual Exploitation Tool Kit</td>
<td>- Young person presents with medium level indicators from the Child Sexual Exploitation Tool Kit</td>
<td>- Young person presents with medium level indicators from the Child Sexual Exploitation Tool Kit</td>
</tr>
<tr>
<td>- Child has a positive sense of self with no concerns about forming relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No concerns about attitude to drugs or alcohol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No concerns about child’s use of technology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parents and Carers**
- Parents/carers can meet their child’s needs including taking them to school, dental/medical appointments.
- Parents/carers provide school with guidance and boundaries to support child’s development.
- Parents/carers provide secure safe environment.
- Family/carers help to manage their child’s social/personal behaviour.

**Family and Environment**
- Stable and supportive relationships with care giver.
- To live in a safe and secure environment.
- To have supportive family and relationships.
- To have a positive sense of self and abilities.
- Child/young person demonstrates age or developmentally appropriate responses in feelings and actions.
- Child has good social/early attachments.
- Child Young Person is able to understand right wrong and express appropriately.

**Parents and Carers**
- Parents/carers can meet their child’s needs including taking them to school, dental/medical/appointments.
- Parents/carers provide school with guidance and boundaries to support child’s development.
- Parents/carers provide secure safe environment.
- Family/carers help to manage their child’s social/personal behaviour.

**Family and Environment**
- Stable and supportive relationships with care giver.
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- To have supportive family and relationships.
- To have a positive sense of self and abilities.
- Child/young person demonstrates age or developmentally appropriate responses in feelings and actions.
- Child has good social/early attachments.
- Child Young Person is able to understand right wrong and express appropriately.
# Kent Support Levels Guidance Sheet

## Universal Support Level 1

Universal services are provided to all children and families. These services are designed to provide support and guidance to families and children in need. The services are aimed at helping families and children to overcome any challenges they may be facing.

### If you require support for a child or family at this Support Level, here are some questions to ask yourself:

**What support is needed and where can I get this?**

The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide extra support or it may be that you can signpost the family to another agency.

**Are the family requesting support?**

Yes—discuss support required and gain consent.

**What support is needed and where can I get this?**

The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide extra support or it may be that you can signpost the family to another agency.

**Have I tried all my resources?**

All your inhouse resources should be tried before considering involving another agency.

**What other services can I contact locally for support, have I tried all these?**

Please check online for other services in your local area via KSCB websites, Health Visitor, Nurse, Educational Psychologist, etc.

**What do I do next?**

This will depend on the type of support required. Firstly speak to the family about whom or which services are already involved with the children/family.

With agreement other options available may include:

- Contact the child’s school
- Contact a Local Group or Charity
- Contact your local Borough Council
- Contact the School Health Team
- Contact your local Youth Hub
- Contact your local Children’s Centre

### If you require support for a child or family at this Support Level, here are some questions to ask yourself:

**What support is needed and where can I get this?**

The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide extra support or it may be that you can signpost the family to another agency.

**Are the family requesting support?**

Yes—discuss support required and gain consent.

**What support is needed and where can I get this?**

The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide extra support or it may be that you can signpost the family to another agency.

**Have I tried all my resources?**

All your inhouse resources should be tried before considering involving another agency.

**What other services can I contact locally for support, have I tried all these?**

Please check online for other services in your local area via KSCB websites, Health Visitor, Nurse, Educational Psychologist, etc.

**What do I do next?**

This will depend on the type of support required. Firstly speak to the family about whom or which services are already involved with the children/family.

With agreement other options available may include:

- Contact the child’s school
- Contact a Local Group or Charity
- Contact your local Borough Council
- Contact the School Health Team
- Contact your local Youth Hub
- Contact your local Children’s Centre

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## Additional Support Level 2

Children and families with additional needs who require extra help to improve education, parenting, behaviour or to meet specific health needs. These needs can be met by universal services working together or with the addition of some targeted services.

### If you require support for a child or family at this Support Level, here are some questions to ask yourself:

**What support is needed and where can I get this?**

The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide extra support or it may be that you can signpost the family to another agency.

**Are the family requesting support?**

Yes—discuss support required and gain consent.

**What support is needed and where can I get this?**

The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide extra support or it may be that you can signpost the family to another agency.

**Have I tried all my resources?**

All your inhouse resources should be tried before considering involving another agency.

**What other services can I contact locally for support, have I tried all these?**

Please check online for other services in your local area via KSCB websites, Health Visitor, Nurse, Educational Psychologist, etc.

**What do I do next?**

This will depend on the type of support required. Firstly speak to the family about whom or which services are already involved with the children/family.

With agreement other options available may include:

- Contact the child’s school
- Contact a Local Group or Charity
- Contact your local Borough Council
- Contact the School Health Team
- Contact your local Youth Hub
- Contact your local Children’s Centre

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## Intensive Support Level 3

Intensive support can be offered to children and families where they have complex or multiple needs requiring local authority services to work together with universal services to assess, plan and work with the family to bring about positive changes. Includes Intensive Family Support Early Help and/or Child in Need Services.

### If you require support for a child or family at this Support Level, here are some questions to ask yourself:

**What support is needed and where can I get this?**

The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide extra support or it may be that you can signpost the family to another agency.

**Are the family requesting support?**

Yes—discuss support required and gain consent.

**What support is needed and where can I get this?**

The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide extra support or it may be that you can signpost the family to another agency.

**Have I tried all my resources?**

All your inhouse resources should be tried before considering involving another agency.

**What other services can I contact locally for support, have I tried all these?**

Please check online for other services in your local area via KSCB websites, Health Visitor, Nurse, Educational Psychologist, etc.

**What do I do next?**

This will depend on the type of support required. Firstly speak to the family about whom or which services are already involved with the children/family.

With agreement other options available may include:

- Contact the child’s school
- Contact a Local Group or Charity
- Contact your local Borough Council
- Contact the School Health Team
- Contact your local Youth Hub
- Contact your local Children’s Centre

### Does my concern meet this Support Level?

**Unsure**—discuss your concerns with your agency Designated Safeguarding Lead.

**Yes—see below**

**Do I have the agreement to engage?**

Yes—complete the Request for Support Form.

**No**—it is important that you share your concerns with the family and gain their agreement to complete the Request for Support Form.

**Unsure**—please speak with family about your concerns and the support required and gain their agreement to engage before completing the Request for Support Form.

**Has any previous support helped?**

It is helpful to know what has worked well previously to identify the right support for the family. Please include this in the information you provide.

**Do you need advice?**

Please speak with your agency Designated Safeguarding Lead in the first instance.

**What do I do next?**

Agreement from the family to engage is required especially if Early Help is likely to be the most appropriate support for the family. If you have not discussed your concerns with the family please do so before completing the Request for Support Form.

If you have “agreement to engage” then complete a Request for Support Form.

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## Specialist Support Level 4

Children who are considered to have been harmed or are likely to suffer significant harm as a result of abuse or neglect/ removal from home will suffer serious lasting impairment without the intervention of local authority statutory services. Under high level concerns Child in Need (CP) or High Risk Child Protection (CP) Services and Specialist Youth Justice work.

Children whose disability affects all aspects of development.

### Does my concern meet this Support Level?

**Is this an immediate safeguarding concern?**

Yes—I there are concerns that a child may be suffering significant harm, the Request for Support form should be completed and immediately submitted to the Front Door. The Form can be located at www.kscb.org.uk/supportlevels.

**Unsure**—discuss your concerns with your agency Designated Safeguarding Lead.

**No**—discuss your concerns with the family and gain their agreement to engage with services—see below.

**Do I have consent/agreement to engage?**

The family’s “Agreement to Engage” is required before you complete the Request for Support form unless there is an immediate risk, or if it places a child at risk of significant harm. A completed copy of the form should be shared with the family. You should therefore have discussed your concerns with the family and explored with them what the most appropriate support may be for them. The family should be aware that the form will be used to determine the most appropriate support available.

If the family refuse “Agreement to Engage” this should not influence the decision to complete a Request for Support form if the level of concern warrants this.

**What do I do next?**

Complete a Request for Support Form.

**Do you need any further information or guidance?**

Go to: www.kscb.org.uk/supportlevels

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**REMEMBER**—You only need to complete a Request for Support Form if you are requesting support at Intensive or Specialist Support Levels 3 or 4.

Please do take care when completing the online ‘Request for Support’ form, because the information you provide in the form, will be used to assess which is the most appropriate level of support required. If it is not assessed to require support at Level 3 or 4, the form will be returned to you so that you can consider the Support Level 1 or 2 options. For more information www.kscb.org.uk/supportlevels.