



Safeguarding Policy

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Checked by (trustee)	G Chisnell - CEO
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1. INTRODUCTION:

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and related guidance. This includes Keeping Children Safe in Education (2019), Working Together to Safeguard Children (2018), Framework for the Assessment of Children in Need and their Families (2000) and Kent and Medway Online Safeguarding Children Procedures (2018), Working Together to Safeguard Children (2018)

The trustees, governors and staff across Veritas MAT take seriously their responsibility to promote the welfare and safeguard all the children entrusted to our care.

The Designated Safeguarding Lead (DSL) who has overall responsibility for child protection practice in school is the Headteacher in each school unless they designate another DSL to act on their behalf.

Schools within Veritas MAT are committed to:

- Maintaining children's welfare as our paramount concern
- Being an important part of the wider safeguarding community system for children
- Providing an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
- Providing suitable support and guidance so that pupils have a range of appropriate adults who they feel confident to approach if they are in difficulties
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, 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

- 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 and volunteers 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 "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies including Early Help

2. ROLES AND RESPONSIBILITIES:

Schools across Veritas MAT:

The school is responsible for ensuring that all action adheres to Kent safeguarding Children Multi-agency Partnership (KSCMP) Safeguarding procedures and ***Working Together to Safeguard Children***.

The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm. The school may also have a role in the provision of services to children in need and their families.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

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

Designated Safeguarding Lead for the Trust is the CEO – Graham Chisnell ceo@veritasmat.co.uk

Designated governor for safeguarding: Lucy Watson lucy.watson-russ@warden-house.kent.sch.uk



Designated Safeguarding Lead for Warden House Primary School is the Headteacher Rob Hackett. headteacher@warden-house.kent.sch.uk

The deputy DSLs are Adam Atkinson (Deputy Headteacher), Rebecca Brady (FLO) and Zoe Alldis (SENCO)



Designated Safeguarding Lead for Pilgrims' Way Primary School is the Headteacher Anne-Marie Middleton. headteacher@pilgrims-way.kent.sch.uk

The deputy DSLs are Emma Campbell (Deputy Headteacher) and Helen Fennell (FLO).

The Designated Safeguarding Lead for each school is responsible for:

- Coordinating safeguarding action within school
- Ensuring that locally established procedures are followed including reporting and referral processes
- Acting as a consultant for staff to discuss concerns

- Making referrals as necessary
- Maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at inter-agency meetings in particular Child Protection Conferences
- Managing and monitoring the school's part in child care / protection plans
- Organising training for all school staff ensuring refresher training for all every three years
- Liaising with other professionals including Early Help
- Ensure new staff and volunteers have appropriate level of Safeguarding training
- Ensure DSL receive updated training every two years
- Ensure all staff receive regular Safeguarding and Early Help updates, as required.

The Designated Safeguarding Lead for the Trust is responsible for ensuring each school adheres to the policy and requirements outlined in this policy and may play an operational role in specific cases in support of the DSLs for each school.

3. GENERAL STRATEGIES:

Child Protection issues are addressed within the curriculum, policies and guidance or through school/community initiatives. This includes:

- Family Liaison Officer roles & support
- PSHE lessons
- Behaviour for Learning Policy
- Peer mentoring / buddies
- Anti-Bullying strategies
- Care Plans/Education Plans
- School Councils (consultation/children's rights)
- Complaints procedures
- Health and Safety including Online safety
- Risk assessments
- Extra-curricular activities
- Disclosure and Barring Service checks (formerly CRB)
- Safer Recruitment
- Intimate Care Policy
- Consider Early Help support for children and their families

4. PROCEDURES:

Veritas MAT adheres to the [Kent and Medway Safeguarding Children guidance](#).

Recognition and categories of abuse:

All school staff and volunteers should be aware of the definitions and signs and symptoms of abuse which is defined as 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. Children may be abused by an adult or adults or by another child or children.

There are four categories of abuse. These are:

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. We recognise that children can also commit acts of sexual abuse on other children. This is defined as peer-on-peer sexual abuse and is covered in our annual safeguarding training to all staff.

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

Every member of staff recognises that children exposed to radicalisation, extremism and child exploitation is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. Further information on these areas and Female Genital Mutilation can be found in the [FGM Safeguarding Pathway](#) published by the Department for Education.

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 at induction. A copy of this leaflet is readily available from the DSL in each school within the trust.

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.

All staff must have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Responding to concerns:

Concerns for a child or young person may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

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

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible on My Concern safeguarding website
- Inform the DSL

Record keeping:

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on the MyConcern website. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. It is important to remember that issues are confidential and staff should know only on a 'need to know' basis. Initials should be used when recording for child and staff.

Storage of records:

All DSLs will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. The vast majority of school safeguarding records are kept on the My Concern website. Information will be shared on a strictly need to know basis

and in line with safeguarding policy guidance and in compliance with the General Data Protection Regulations 2018. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Referrals to Social Services:

It is the responsibility of the DSL to decide when to make a request for support to the Digital Front Door. To aid this decision making consultations are available with the Front Door and/or s/he may choose to consult with the Area Safeguarding Advisor. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to request support via the Digital Front Door is made. **In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to complete a request for support will be sought.**

Single Request for Support forms are submitted through Kent's Digital Front Door.

If a child or young person is referred, the DSL will ensure that relevant staff are informed of this and it is recorded on My Concern.

If after consultation with the DSL or deputy DSL, a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer to the Trust DSL then directly to the Front Door. The Headteacher should be informed of this decision where they are not the DSL.

Concerns involving members of staff:

Any concerns that involve allegations against a member of staff should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to discuss and agree further action to be taken in respect of the child and the member of staff.

Further information regarding the procedure for managing situations involving members of staff, the Headteacher or the DSL can be found in the ***Safeguarding Procedures for Managing Allegations Against Staff***. A copy of this document is in the Safeguarding file in the Staff Room.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed guidance can be found in the Trust's Whistleblowing Policy.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult. (For specific guidance on how to respond to allegations against staff, please refer to the ***Safeguarding Procedures for Managing Allegations Against Staff***).

Safe working practice

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used in line with the Trust Positive Handling Policy, when the child is endangering him/herself or others and such events should be recorded and

signed by a witness. Staff should be aware of the school's **Behaviour for Learning & Positive Handling policies** and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

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 the school Online Safety policy.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

Curriculum and staying safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. [Working Together to Safeguard Children \(2018\)](#) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

Supervision and support:

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

All staff have a Team Leader with whom they can discuss concerns including the area of child protection.

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

Monitoring and review:

This policy will be reviewed annually to ensure best practice in safeguarding is maintained across the school community.

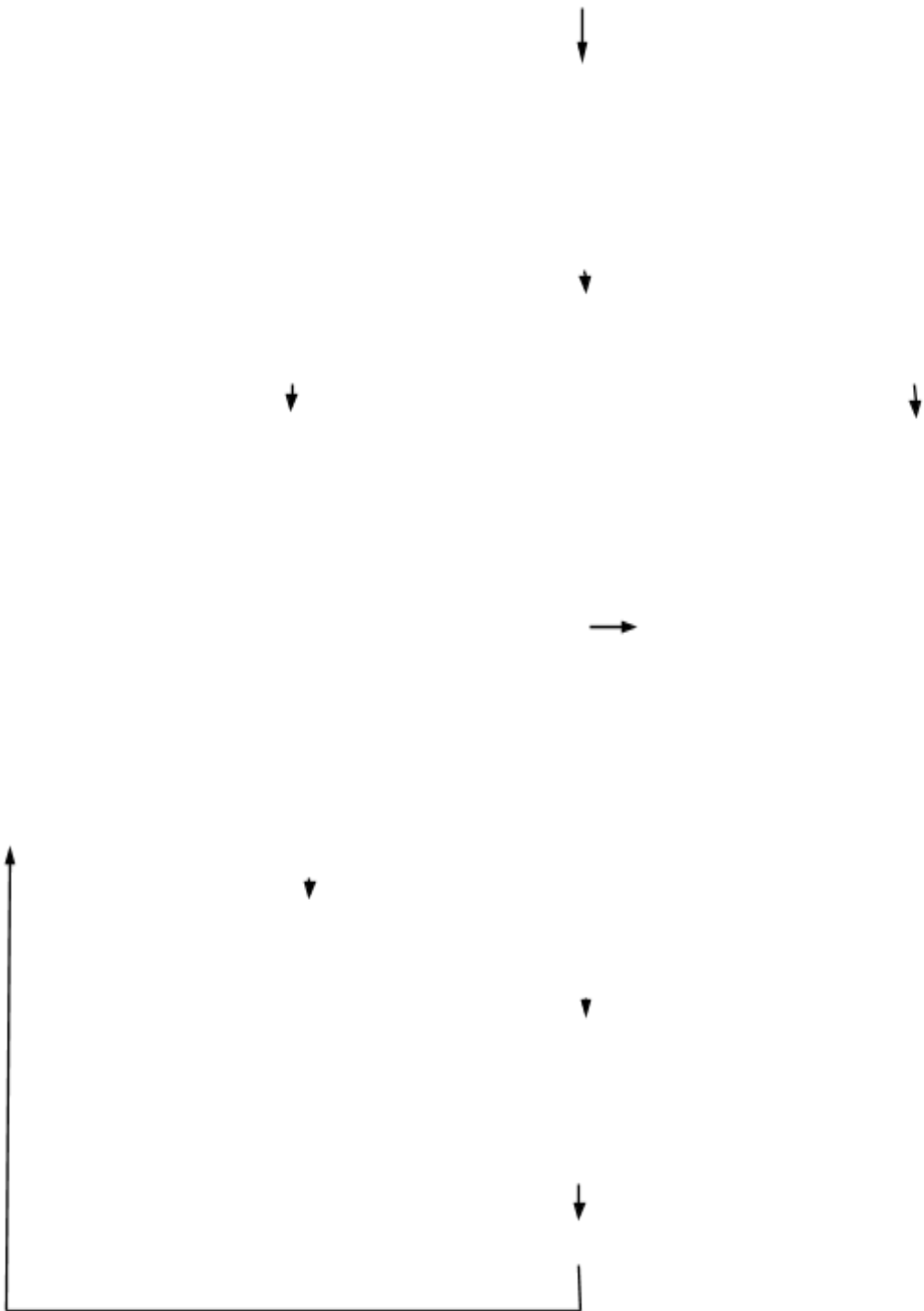
School:	Warden House Primary School
Executive Headteacher / Trust CEO	Graham Chisnell
DSL / Headteacher	Rob Hackett
Deputy DSL	Adam Atkinson
Deputy DSL	Rebecca Brady
Deputy DSL	Zoe Alldis
Safeguarding Governor	Lucy Watson
Kent Safeguarding Advisory Service	03000 415648

School:	Pilgrims' Way Primary School
Executive Headteacher / Trust CEO	Graham Chisnell
DSL / Headteacher	Anne-Marie Middleton
Deputy DSL	Emma Campbell
Deputy DSL	Helen Fennell
Safeguarding Governor	Lucy Watson

Kent Safeguarding Advisory Service	03000 418503
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Additional information relating to safeguarding can be found in the following links:

- [Whistleblowing Policy](#)
- [Warden House](#) [Pilgrims' Way](#)
- [Online safety Policy](#)
- [Keeping Children Safe in Education 2019](#)
- [Kent support levels guidance](#)
- [Kent and Medway Safeguarding Children Procedures Contents](#)
- [Recruitment policy](#)
- [EYFS policy Warden House](#)
- [EYFS policy Pilgrims' Way](#)



Immediately record your concerns (if urgent, speak to a DSL first)
[Use MyConcern to record the concern](#)

- Reassure the child
- Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
- Use child's own words
- Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead (Rob Hackett Head teacher, Adam Atkinson Deputy Head teacher will be informed automatically via MyConcern alert email)

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Support Level Guidance document and procedures: www.kscb.org.uk (Website to change from 29.09.19 when KSCB becomes KSCMP)
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisory Service 03000 415648

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- [Follow school complaints procedures](#)

At all stages the child's circumstances will be kept under review

The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount**

Record decision making and action taken in the pupil's Child Protection/safeguarding file on MyConcern

Monitor

Be clear about:

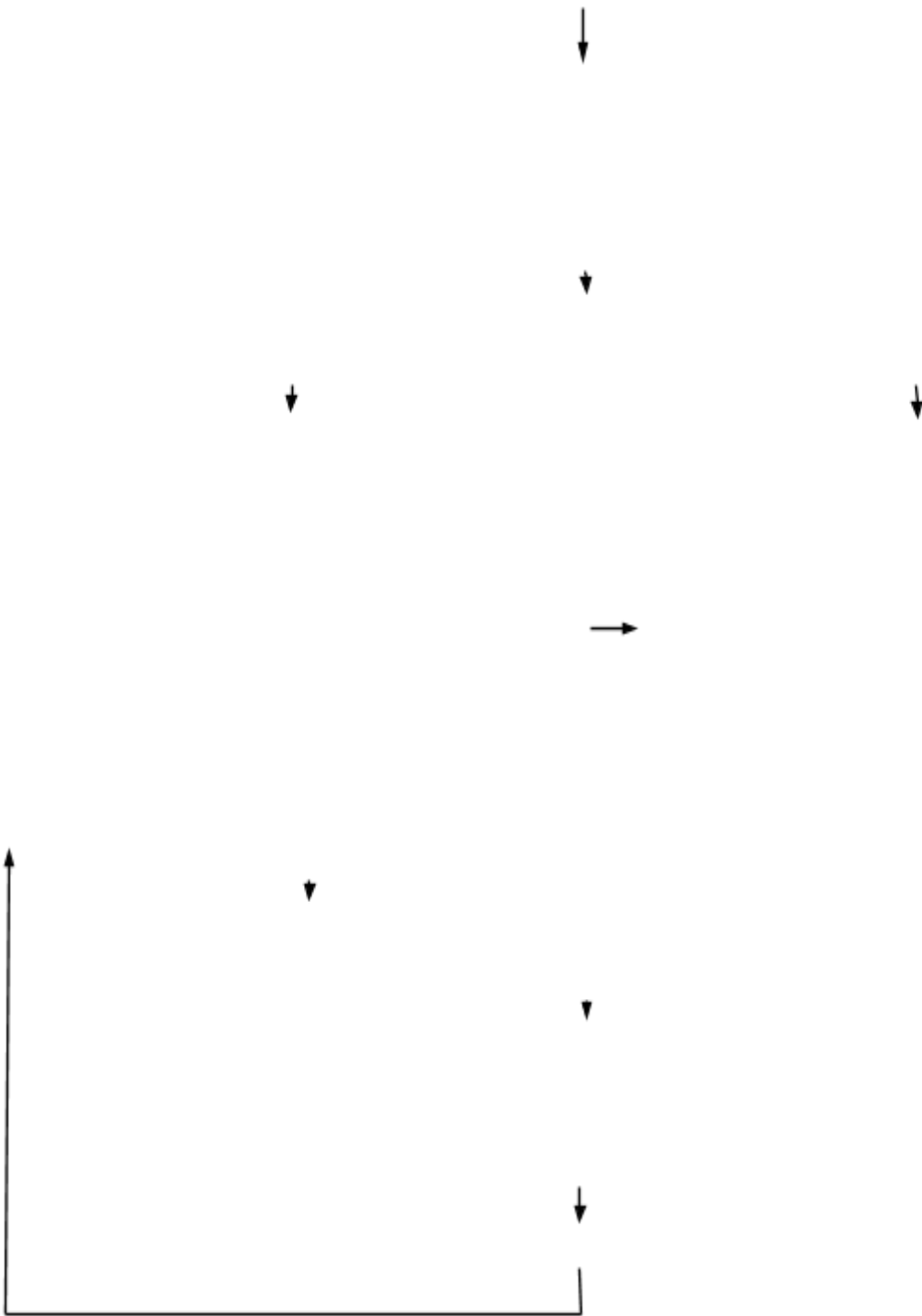
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

Why are you concerned?

- For example
 - Allegation/ child shares a concern or worry
 - Indicators of abuse or neglect

What to do if you have a welfare concern in Warden House



Immediately record your concerns (if urgent, speak to a DSL first)
[Use MyConcern to record the concern](#)

- Reassure the child
- Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
- Use child's own words
- Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead (Anne-Marie Middleton Head teacher, Emma Campbell Deputy Head teacher will be informed automatically via MyConcern alert email)

Designated Safeguarding Lead

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Review and request further support (if necessary)

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What to do if you have a welfare concern in Pilgrims' Way