

Safeguarding Child Protection Policy

The Davenport School



Contents

1. Introduction	4
2. Recognising Abuse – What School Staff Should Look Out For	5
3. Differing Types of Abuse and Neglect	6
Abuse:	6
Physical Abuse:	6
Emotional Abuse:	6
Sexual Abuse:	6
Neglect:	7
Child on Child	7
4. Child on Child Abuse Procedure and Action	7
Gather the Facts:	7
Consider the Intent: (begin to Risk Assess):	8
Decide on the following actions:	8
Inform Parents/Carers/other agencies:	8
Information we consider:	8
5. Strategies to Prevent Child on Child Abuse	8
The strategies we use to prevent child on child abuse are:	8
6. Keeping Children Safe in Education – September 2022	9
Summary:	9
What School Staff Should Know and Do:	9
The Role of the School:	9
The Role of School Staff:	10
What School Staff Need to Know:	10
What School Staff Should Look Out For:	10
7. What School Staff Should Do If They Have Concerns About A Child	11
8. Record Keeping	11
9. Specific Safeguarding Issues	11
10. The DSL and Safeguarding Co-Ordinator	12
11. DSL, Deputy DSL and The Child Protection and Safeguarding Co-Ordinator Responsibilities ..	12
12. Other Staff's Responsibilities	13
13. Child Protection Procedures	13
Decide whether you need to find out more:	13
Let the child know what you plan to do next	13
Inform the DSL and Safeguarding Co-Ordinator immediately:	13

Make a written record	13
14. Safer Recruitment.....	14
15. Allegations Against Staff	15
16. School Provision	16
17. Use of Force, Restraint and Positive Handling	16
18. Staff Conduct.....	17
19. Child Protection Training:.....	17
20. Implementation, Dissemination & Review Strategies	17
21. Child Sexual Exploitation and Female Genital Mutilation.....	18
Female Genital Mutilation (FGM):	18
22. Prevent	18
Preventing Radicalisation:.....	18
Extremism:.....	18
23. The Prevent Duty	19
24. Sexual Violence and Sexual Harassment between children at The Davenport School	19
25. Sexual Harassment.....	20
The response to a report of sexual violence or sexual harassment:	21
26. Online Safety	21
27. Cyberbullying	21
28. Child Criminal Exploitation (CE): County Lines	22
29. Serious Violence	22
30. Missing Children	23
31. Intimate and Personal Care	23
Intimate Care:	23
Personal Care:.....	24
32. Pandemic Planning	24
33. Training.....	25
34. Predicted Extreme Heat Warnings	26
35. When a Student Goes Missing from School	27
36. Actions Where There Are Concerns About A Child	28
35. Contacts	29

The Davenport School

Safeguarding and Child Protection Procedures

1. Introduction

The Davenport School is an Independent School owned and operated by Ethelbert Children's Services. This parent organisation operates and runs children's residential homes and an Independent Fostering Agency. At this time, all children who attend the school are either placed in foster care and or residing in residential care. The named person for Designated Child Protection Concerns and Designated Safeguarding Lead (DSL) within The Davenport School is the Teacher in Charge, Karen Dean. The Child Protection and Safeguarding Coordinator for Ethelbert Children's Services is Gordon Shaw. In Karen's absence the Deputy DSL is Julie Bartlett. The proprietor of the school is Ethelbert Children's Services, and the Chair is Gordon Shaw. Gordon has also completed DSL safeguard training as well as having an MA in Advanced Child Protection.

This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in The Davenport School are protected from harm, both while at school and when off the school's premises.

Practitioners who work with children in The Davenport School will read this policy within the framework of;

- [Keeping Children Safe in Education](#) (2022).
- [Kent Safeguarding Children Multi-Agency Partnership Arrangements](#) (2019).
- [Working Together to Safeguard Children](#) (2018).
- [Information Sharing](#) (2018).
- Children Act [2004](#) and [1989](#).
- Education Act [2002](#) and [2011](#).
- Use Reasonable Force Guidelines (2013).
- Safeguarding Procedures for Managing Allegations Against Staff Within Schools. and Education Services (2015).
- Education and Training (Welfare of Children) Act 2021.

Safeguarding and promoting the welfare of children is everyone's responsibility. It is essential that all staff within The Davenport School understand the significance and importance of their responsibility in developing and maintaining a safe school for the children to attend. Everyone who encounters the children and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centered. This means that they should consider, always, what is in the best interests of the child. The Davenport School believes in supporting all aspects of children and young people's development and learning and keeping children safe. We understand that emotional and social aspects of learning create a foundation for all academic learning.

If a child has not been supported to understand, express, and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-

to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant, or withdrawn behaviour.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected.
- Staff are aware of indicators of abuse and know how to share their concerns appropriately.

Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. The Davenport School is committed to referring those concerns via the DSL, Designated Safeguarding Co-Ordinator to the appropriate organisation, normally the Local Authority for the children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We have a DSL and Safeguarding Co-Ordinator who will attend multi-agency training at least once every two years.
- All staff are regularly trained in basic Child Protection awareness and have completed training on Keeping Children Safe in Education (September 2022).
- All staff have been involved in devising and reviewing the Child Protection Policy and are aware of the indicators of child abuse, also how to respond to concerns or disclosures of abuse by children.
- The Child Protection Policy is reviewed by the DSL, The Davenport Staff Team and Child Protection and Safeguarding Co-Ordinator on an annual basis or in cases of changes to legislation or standards (whichever is sooner).
- Understand that all staff have a responsibility to provide a safe environment in which children can learn.

2. Recognising Abuse – What School Staff Should Look Out For

In the 1989 and 2004 Children Act's, a child is anyone who has not yet reached their 18th birthday. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018) as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection. Staff members working with children are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned.

When concerned about the welfare of a child, staff members should always act in the best interests of the child. It is important that when working across agencies information is shared with the right people between and within agencies.

The children who attend The Davenport School have Special Educational Needs and Difficulties (SEND)/ Social Emotional Mental Health (SEMH) needs. They are often removed from their family home and residing in foster or residential care. This makes them more vulnerable and possibly at a higher level of risk to abuse. Children who are removed from their family homes are more susceptible to exploitation and possibly more likely to be recruited into gangs and associated gang criminal activity (Ofsted Publication 2017 County Lines).

3. Differing Types of Abuse and Neglect

Abuse:

A form of maltreatment of a child, somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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 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. For more information see our Anti-Bullying Policy.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving an elevated 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, because 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.

Child on Child:

Children can abuse other children; this is referred to in this policy as child-on-child abuse and can take many forms. Child on child abuse is not just physical but can be emotional and discriminatory bullying. Child on child abuse can include (but is not limited to) bullying (including cyberbullying and prejudice-based bullying), sexual violence and sexual harassment, racial motivated abuse, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. 'Upskirting' is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation distress or alarm. Child on child abuse can include intimate personal relationships between children and staff need to be aware and sensitive of the impact that this can cause children. All staff should be able to reassure victims 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 abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for reporting the incident.

4. Child on Child Abuse Procedure and Action

The type of abuse will have a varying effect on the victim and initiator of the harm, so we follow simple steps to clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of child abuse immediately and sensitively.

It is necessary to gather the information as soon as possible to get the true facts around what has occurred before the child/ren has forgotten or been influenced. It is equally important to deal with it sensitively and think about the language used and its impact on both the children and the Carers/parents/any other agency i.e. Social Worker when they become involved. For example, we do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled. In all cases of child-on-child abuse, all staff deal with any incident by talking to the children and putting immediate support in place in a calm and consistent manner.

Staff will ensure they are not prejudiced, judgmental, dismissive, or irresponsible in dealing with such sensitive matters.

Gather the Facts:

Speak to all the children involved separately, gain a statement of facts from them, use consistent language and open questions for each account.

We do this by asking the child to explain what happened and we will ask open questions to gain clarity. It is important that we do not lead or prompt when gathering the facts.

Consider the Intent: (begin to Risk Assess):

We consider if this has been a deliberate or contrived situation for a child to harm another.

Decide on the following actions:

If from the information that we gather, we believe a child to be at risk of significant harm, we will make a safeguarding referral.

Inform Parents/Carers/other agencies:

We always seek to talk face to face with parents/Carers, we recognise that the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents whether their child has been harmed or harmed another.

Information we consider:

- What is the age of the child/ren involved?
- How old are the children involved in the incident and is there any age difference between those involved?
- Where did the incident or incidents take place?
- Was the incident in an open, visible place? If so, was it observed? If not, is more supervision required within this area?
- Were the explanations by all children the same?
- Does each child give the same explanation of the incident and what is the effect on the child/ren involved? Is the incident regular and repeated?
- Is the version of one young person different from another? If so, why?
- Does each child understand the significance of what occurred?
- Does the child understand what they are doing? i.e. do they have knowledge of body parts, privacy and inappropriate touches?
- Is the child's explanation related to something they may have heard, seen or been learning about? Is the behaviour deliberate and contrived?
- Does the child understand the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut, if necessary, we will seek advice from our Safeguarding Team / Children's Services. Children with SEND and SEMH needs are more prone to peer group isolation.

5. Strategies to Prevent Child on Child Abuse

The strategies we use to prevent child on child abuse are:

- We manage the risks and share information with all staff.
- We have an open environment in which children feel safe to share information about anything that is upsetting or worrying them.
- We follow a strong and positive PHSE/SEAL curriculum that tackles such issues, as prejudiced behaviour and gives children an open forum to talk things through rather than look for opportunities to be harmful to one another.
- There is a high level of supervision and support with children closely monitored.
- There is additional pastoral support provided due to the pupil's vulnerabilities.

- The whole staff team are confident to talk about issues and challenge perceptions of young people, including use of inappropriate language and behaviour towards one another.
- Staff do not dismiss issues as 'banter' or 'growing up' and consider each issue and each individual in their own right before acting.
- We signpost around the school the support that is available at all times with mentoring structures highlighted, the named DSL and Deputy DSL.
- Our school council is a pro-active pupil voice and raises issues and concerns which are followed up by action.
- Due to the age and nature of the children at The Davenport School, children are not allowed mobile phones in the school.

6. Keeping Children Safe in Education – September 2022

Summary:

This is statutory guidance from the Department for Education (the department) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and Colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance, children, includes everyone under the age of 18.

The guidance should be read alongside;

- Statutory Guidance Working Together to Safeguard Children (2018).
- Departmental Advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners.

What School Staff Should Know and Do:

Safeguarding and promoting the welfare of children is defined for the purposes of this Policy as, protecting children from maltreatment, preventing impairment of children's health or development. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, acting to enable all children to have the best outcomes.

The term "Children" includes everyone under the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. Such action might be taken under Section 47 of the Children Act 1989.

The Role of the School:

Everyone who comes into contact with children and their families has a role to play in safeguarding children, school staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children, this system is described in statutory guidance *Working Together to Safeguard Children (2018)*.

Schools and Colleges should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm. Each school should

have a DSL who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The Role of School Staff:

The *Teacher Standards* state that Teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All school and teaching staff at The Davenport School have a responsibility to provide a safe environment in which children can learn.

At The Davenport School, we 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. In addition to working with the DSL staff members should be aware that they may be asked to support Social Workers to take decisions about individual children.

The Teachers' Standards apply to, trainees working towards QTS, all Teachers completing their statutory induction period (newly qualified teachers [NQTs]), Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

What School Staff Need to Know:

All staff members should be aware of systems within their school which support safeguarding, these should be explained to them as part of staff induction. This includes, the school's Child Protection Policy; the school's Staff Behaviour Policy, The Davenport's Code of Conduct, and the DSL.

All staff members including senior management should also receive appropriate child protection training, which is regularly updated, within The Davenport School this is undertaken annually for all staff.

What School Staff Should Look Out For:

All school staff members should be aware of the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Kent Safeguarding Children Multi-Agency Partnership Arrangements provides advice on useful material, including training options. One good source of advice is provided on the NSPCC website. Knowing what to look for is vital to the early identification of abuse and neglect, if staff members are unsure, they should always speak to Children's Social Care.

A child going missing from an education setting is a potential indicator of abuse or neglect. School staff members should follow their procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. More information can be found in this guidance about children who run away or go missing from home or care. Due to the current children in the school, there is very good communication and interagency working between the school and residential homes, also the home staff will support the children who go missing from school.

Advice on whistleblowing can be found on GOV.UK and Ethelbert Children's Services Whistleblowing Policy.

7. What School Staff Should Do If They Have Concerns About A Child

If staff members have concerns about a child, they should raise these with the School's DSL. This also includes situations of abuse which may involve staff members, the DSL will discuss this with The Child Protection and Safeguarding Co-Ordinator and together will usually decide whether to make a referral to Children's Social Care. It is important to note that any staff member can refer their concerns to Children's Social Care directly.

Where a child and family would benefit from coordinated support from more than one agency (for example Education, Health, Housing, Police), there should be an Inter-agency Assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a Statutory Assessment under the Children Act 1989. The Early Help Assessment should be undertaken by a lead professional who could be a Teacher, Special Educational Needs Co-Ordinator, General Practitioner (GP), Family Support Worker, and/or Health Visitor. All staff have a duty to ensure that their concerns have been acknowledged and followed through.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately. Anybody can make a referral, if the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time, to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes, failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

8. Record Keeping

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL (or Deputy) or The Child Protection and Safeguarding Co-Ordinator.

Why is all of this important? It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

9. Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools on the TES website and also on its own website.

Schools can also access broad government guidance on the issues listed below via the GOV.UK website: <http://www.nspcc.org.uk>

Child Sexual Exploitation (CSE)	Gangs & Youth Violence
Child Criminal Exploitation (CCE)	Gender Based Violence Against Women & Girls
Bullying (includes cyberbullying)	Mental Health
Domestic Violence	Missing from Education
Fabricated or Induced Illness	Radicalisation
Faith Abuse	Sexting
Female Genital Mutilation (FGM)	Teenage Relationship Abuse
Forced Marriage	Trafficking
Prejudiced based bullying	

10. The DSL and Safeguarding Co-Ordinator

The Child Protection & Safeguarding Co-Ordinator takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. The Davenport School has a DSL, a Deputy and Safeguarding Co-Ordinator.

The DSL and Safeguarding Co-Ordinator are senior members of staff with the authority and seniority to carry out the functions of this role.

11. DSL, Deputy DSL and The Child Protection and Safeguarding Co-Ordinator Responsibilities

In compliance with Section 11, Children Act 2004.

The following responsibilities:

- Refer suspected abuse and neglect to the Kent Child Protection and LADO.
- Develop and update the Child Protection and other Safeguarding Policies, ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff within the setting regarding child protection concerns.
- Keep the Head of Education informed about any issues that arise.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child's child protection file is copied for the new educational establishment when a child moves educational settings, this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate Child Protection and Safeguarding Training and maintain training records.
- Co-operate with any requests for information from the Local Authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection.

DSL, Deputy DSL and The Child Protection and Safeguarding Co-Ordinator work in partnership with Kent Child Protection, Canterbury and Coastal Clinical Commissioning Group and The Chief Constable for Kent.

12. Other Staff's Responsibilities

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL and Safeguarding Co-Ordinator as soon as reasonably possible.

The DSL and Safeguarding Co-Ordinator may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family/carers that the DSL and Safeguarding Co-Ordinator may have.

13. Child Protection Procedures

You have a concern about a child / young person's wellbeing, based on:

- Something the Child, Young Person, Carer or Parent has told you.
- Something you have noticed about the child's behaviour, health, or appearance.
- Something another professional said or did.

Even if you think your concern is minor, the DSL and Safeguarding Co-Ordinator may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns, it is always your responsibility to share concerns, no matter how small.

Decide whether you need to find out more:

Ask the Child/Young Person, or their Parent to clarify your concerns, being careful to use open questions: Beginning with words like: 'how', 'why', 'where', 'when', 'who'?

Let the child know what you plan to do next:

If you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret. ...for example, "I am worried about your bruise, and I need to tell Mrs Smith so that she can help us think about how to keep you safe." Children are not to feel that they are causing a problem or difficulty by disclosing and need to be reassured that they will be kept safe.

Inform the DSL and Safeguarding Co-Ordinator immediately:

If the DSL and Safeguarding Co-Ordinator is not available, inform their Deputy, if neither DSL, Deputy DSL and or The Child Protection and Safeguarding Co-Ordinator are available, speak to the Operations Director. If there is no other member of staff available, you must make the referral yourself.

Make a written record:

As soon as possible after the event, noting:

- Name of child.
- Date, Time, and Place.

- Who else was present?
- What was said, what happened and what you noticed. Speech, behaviour, mood, drawings, games, or appearance.
- If the Child or Parent's spoke, record their words rather than your interpretation.
- Analysis of what you observed and why it is a cause for concern.

The DSL And Safeguarding Co-Ordinator may take advice from the Kent Child Protection or LADO. The DSL and Safeguarding Co-Ordinator makes the referral to the Kent Child Protection and LADO, the referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family/carers.

Shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared. The DSL and Safeguarding Co-Ordinator informs Social Workers, Parent, and Carers that they have made a CP referral, if the Parent does not already know. If there is no reason not to let them know, the Kent Child Protection may suggest delaying informing the Parent/Carer in cases of suspected sexual abuse, or where informing the Parent/Carer might put the child at further risk.

To prevent the child being harmed or intimidated (and retracting their disclosure), in cases of suspected fabricated or induced illness by proxy, the Parent/Carer is not informed that this is being considered. The DSL and Safeguarding Co-Ordinator remains in close communication with other professionals around the Child/Young Person and with the family, in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and Safeguarding Co-Ordinator and other key school staff will;

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
- Attend a child protection conference when invited and provide updated information about the child.
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the Protection Plan.

14. Safer Recruitment

At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment.

Safer Recruitment processes aim to;

- Deter potential abusers by setting high standards of practice and recruitment.
- Reject inappropriate candidates at the application and interview stages.
- Prevent abuse to children by developing robust policies and agreeing on safe practice.
- Ensure that a robust process of gaining references from previous employment is implemented with thorough and enhanced checks completed.

The Davenport School keeps a single central register of all staff who work in the school and or have management responsibility for the school. All checks undertaken prior to and during employment are detailed within the single central register. The Education and Training (Welfare of Children) Act 2021 and adds guidance on the use of birth certificates to check candidate's names and this information is requested as best practice before working in the school. In line with Keeping Children Safe in Education 2022, the online checks will be undertaken as part of their due diligence on shortlisted candidates to help identify any incidents or issues that have happened and are publicly available online which the school/college might want to explore with applicants at interview.

All new staff are provided with an induction pack, this induction pack contains the Child Protection Policy, Code of Conduct Policy, DSL details, school Behaviour Policy and responses to children missing from education.

15. Allegations Against Staff

Allegations of abuse can be made by children and young people, they can be made by other concerned adults. All allegations against staff or volunteers should be immediately brought to the attention of the DSL or in their absence the Deputy DSL. If an allegation is made against the DSL, this should be brought to the attention of The Child Protection and Safeguarding Co-Ordinator or the Operations Director. In all cases, the LADO (Local Authority Designated Officer), who is one of the Child Protection Advisers, should be notified.

The DSL should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made.
- Make a referral to the Children's Services where the child resides, if appropriate.
- Contact the Child Protection and Safeguarding who will contact the Kent LADO immediately.
- Contact the Parents/Carers of the child, following advice from the Child Protection and Safeguarding Co-Ordinator Child and LADO.
- Consider suspending the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO.
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings.

Suspension should be considered when:

- There is a cause to suspect the child is at risk of harm.
- The allegation warrants investigation by the Police.
- The allegation is so serious that it might be grounds for dismissal (Kent Child Protection Procedures Section 15.02.13).

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated** - there is sufficient evidence to prove the allegation.

- **Malicious** - there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The Davenport School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- The harm test is satisfied in respect of that individual.
- The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence.
- The individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

16. School Provision

Many other aspects of The Davenport School support the aims of this policy, schools play an extremely important role in making children and young people aware both of behaviour towards them that is and is not acceptable, also, how they can help keep themselves safe.

The non-statutory framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe.

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

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL).
- Citizenship Curriculum.
- Sexual Health Initiatives.

Developing a stronger culture of listening to children and ensuring that what they say about safeguarding issues is taken seriously. The curriculum should be used to help children understand and manage the risks around keeping themselves safe.

17. Use of Force, Restraint and Positive Handling

The law forbids a Teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation. Staff within The Davenport School can use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, Teachers and authorised members of staff can restrain pupils in order to protect them and others. See - The Davenport School's Restraint Policy.

The policy is in line with the Use Reasonable Force Guidelines (2013). The use of restraint is last resort and alternatives to physical holds are to be adopted in line with the positive behaviour support of the school. All staff are trained in the Management of Actual and Potential Aggression (MAPA).

Staff members undertake an initial course on starting at the school and subsequent annual refreshers. The course is certificated and accredited by the British Institute of Learning Difficulties (BILD). Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the attention of the DSL immediately.

18. Staff Conduct

To protect children, young people, and members of staff, we outline to staff our professional Code of Conduct Policy which covers:

- Being alone with the child/young person.
- Physical contact/restraint.
- Appropriate dress.
- Social contact outside setting/appropriate boundaries.
- Gifts & favouritism.
- Behaviour Management.
- Intimate Care.
- Safe use of technology. (Security / Internet / mobile phones / digital images of children, etc).
- Appropriate use of social networking sites.

19. Child Protection Training:

The DSL and Safeguarding Co-Ordinator in conjunction with the training department and supported by the Personnel Manager will keep detailed records of all staff's child protection training, they will issue reminders when training updates are required. It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

All paid and unpaid members of staff will receive regular Basic Awareness Child Protection training. In addition to this, the designated members of staff will undertake multi-agency training every two years.

20. Implementation, Dissemination & Review Strategies

This policy is reviewed a minimum of annually by The Davenport Staff Team, DSL and Safeguarding Co-Ordinator. All members of staff read and agree to the Child Protection policy before the start of their employment.

It is important for families/Carers to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken.

21. Child Sexual Exploitation and Female Genital Mutilation

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) because of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship, the perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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, staff should activate local safeguarding procedures.

Using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. Teaching staff at The Davenport School must personally report to the Police, cases where they discover that an act of FGM appears to have been carried out. Unless the Teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

The duty does not apply in relation to at risk or suspected cases, (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). Or in cases where the woman is 18 or over, in these cases, Teachers should follow local safeguarding procedures.

22. Prevent

Preventing Radicalisation:

Children are vulnerable to extremist ideology and Radicalisation, similar to protecting children from other forms of harms and abuse, protecting children from this risk are part of The Davenports School safeguarding approach.

Extremism:

This is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology.

Background factors combined with specific influences, such as family and friends may contribute to a child's vulnerability. Similarly, Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of Radicalisation being radicalised. As with other safeguarding risks, staff should be alert to any changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of Radicalisation and act proportionately, this may include the DSL (or Deputy) making a referral to the Channel programme.

23. The Prevent Duty

All schools and colleges are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015). In the exercise of their functions, to have 'due regards to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty. The Prevent Duty should be part of Schools' and Colleges' wider safeguarding obligations. Designated safeguarding leads, other senior leaders should familiarise themselves with the revised Prevent Duty Guidance: for England and Wales. Especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk Assessment, working in partnership, staff training, and IT policies.

Protecting children from the risk of Radicalisation should be seen as part of The Davenport School's wider safeguarding duties, it is similar in nature to protecting children from other forms of harm and abuse. During the process of Radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

24. Sexual Violence and Sexual Harassment between children at The Davenport School

Sexual violence and sexual harassment can occur between two children of any age and sex, it can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support, staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND, SEMH and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviour risks normalising them.

25. Sexual Harassment

Schools and colleges are expected to recognise the scale and impact of harassment and abuse, and that non-recognition / downplaying the scale and scope leads to a dangerous culture in the setting. Staff must be vigilant and, rather than waiting for a disclosure, recognise young people may not always make a direct report and information may come from overheard conversations or observed behaviour changes. How a setting responds is seen to influence the confidence of others to report what is happening to them.

The need for a zero-tolerance approach is reiterated throughout this Part. Organisations are also expected to regularly review decisions and actions to update and improve their policies and practice.

There is a new section on unsubstantiated, unfounded, false, or malicious reports which provides a reminder about recording concerns and what to do when a report is found to be unsubstantiated, unfounded, false, or malicious including the need to consider whether the person making the allegation did so as a cry for help, or whether disciplinary action (in line with the behavioural policy) is indicated.

There is also a section about the response after the incident recognising for the victims of sexual assault there can be a number of physical and mental health implications which may require additional support and a section on supporting the alleged perpetrator with further information about harmful sexual behaviour and provide signposting to sources of support.

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. The Davenport School currently is more male than female pupils, there needs to be a high level of support and supervision to ensure that the girls in the school do not experience sexual harassment in class and or at break / lunchtimes.

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

- **Sexual Comments** - telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- **Sexual Jokes** – telling sexual 'jokes' or taunting each other.
- **Physical Behaviour** - deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this cross 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.
- **Online:** - 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.

- Sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment:

Staff within The Davenport School are trained to recognise the scale and impact of harassment and abuse, and that non-recognition / downplaying the scale and scope leads to a dangerous culture in the school. All staff must be vigilant and, rather than waiting for a disclosure, recognise young people may not always make a direct report and information may come from overheard conversations or observed behaviour changes.

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 earlier in the policy. 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) or The Safeguarding Child Protection Co-Ordinator.

The Davenport School adopts a "zero tolerance" approach to sexual violence or sexual harassment. Unsubstantiated, unfounded, false, or malicious reports which provides a reminder about recording concerns and what to do when a report is found to be unsubstantiated, unfounded, false, or malicious including the need to consider whether the person making the allegation did so as a cry for help, or whether disciplinary action (in line with the behavioural policy) is indicated.

Victims of sexual may require additional support assault as there may be several possible physical and mental health implications. The alleged perpetrator may also require support with about harmful sexual behaviour.

26. Online Safety

As a school, we have appropriate filters and monitoring systems, so that no child can access harmful content via the school's IT systems and concerns can be spotted quickly. The Davenport School internet is monitored and maintained by an independent computer specialist company, we teach all students about keeping safe online. They are shown CEOP and 'Thinkuknow' resources along with Lottie / Zac training. All staff within the school undertake online safety training and CEOP training is regularly refreshed by a CEOP ambassador within ECS.

27. Cyberbullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under Section 1, which states that electronic communications which are indecent or grossly offensive, convey a threat or false information. To demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal.

This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene, or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

Sexting is when someone sends or receives a sexually explicit text, image, or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressurising a person into sending a nude picture of themselves can happen in any relationship and to anyone, whatever their age, gender, or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

28. Child Criminal Exploitation (CE): 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 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/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 or enticement-based methods of compliance and is often accompanied by violence, threats of violence or sexual exploitation.
- Can be perpetrated by individuals or groups, males or females, and young people or adults.
- 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.

Due to the children within The Davenport School being children who are 'looked after' they may be more susceptible and vulnerable to CCE or CSE.

29. Serious Violence

All staff should be aware of the indicators, which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendship groups or relationships with older individuals or groups, a decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children

have been approached by or are involved with individuals associated with criminal networks or gangs.

30. Missing Children

There is a possibility that during the school day, children may try and run away from school. Given the risk and vulnerability around the children on roll at The Davenport School, where possible staff are to support in looking for the children. If the child goes out of sight, immediate advice and guidance is to be sought from the DSL. In her absence, the Safeguarding Child Protection Co-Ordinator or Deputy DSL is to be contacted to seek advice and guidance, the child's home/Carers are also to be contacted.

Through discussion with the DSL / Safeguarding Child Protection Co-Ordinator, a decision is to be made when to report the child as missing.

There are several differing factors and circumstances that are to be taken into consideration, when deciding to report the child missing. Circumstances of child going missing, location where the child was last seen, child's emotional state, is the child alone or with other children and weather. When the decision is made to report as missing the risk and level of vulnerability is to be relayed to the Kent Police, where possible the Personal Identification Description (PID) number is to be quoted. PID number highlights risks /history / background of child and is shared in advance with the Kent Police.

- Reporting to the Kent Police (quoting PID number).
- Reporting to the Placing Authority (Duty team if Social Worker is unavailable).

School staff will continue to look for the child where possible until the child is found/located or until the search is taken over by the residential staff/Carers. Please see missing person's flow chart when a student goes missing from school.

31. Intimate and Personal Care

There is a clear difference between personal and intimate assistance, 'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body.

Intimate Care:

- Dressing and undressing (underwear).
- Helping someone use the toilet.
- Changing continence pads (faeces/urine).
- Bathing/Showering.
- Washing intimate parts of the body.
- Changing sanitary wear.
- Inserting suppositories.

Personal Care generally carries more positive perceptions than intimate care, although, it may often involve touching another person.

The nature of this touching is more socially acceptable, as it is less intimate and usually has the function of helping with personal presentation and hence is regarded as social

functioning. These tasks do not invade conventional personal, private, or social space to the same extent as intimate care and are certainly more valued as they can lead to positive social outcomes for people.

Personal Care:

Those personal care tasks specifically identified as relevant here include:

- Skin Care/applying external medication.
- Feeding.
- Administering oral medication.
- Hair Care.
- Dressing and undressing (clothing).
- Washing non-intimate body parts.
- Prompting to go to the toilet.

Personal care encompasses those areas of physical and medical care that most people carry out for themselves, some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

The following are the fundamental principles of intimate and personal care upon which our policy guidelines are based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.

Due to the age and nature of the children in the school there is need for staff members to possibly undertake intimate or personal care for the children. The Davenport School has a mixed gender staff team, where possible same gender staff shall support the children. Male staff will not undertake intimate care for female students in the school.

Each member of staff undertaking intimate or personal care will be provided with the necessary equipment and will have undergone the 'safer recruitment' checks before working in The Davenport School and undertaking any personal or intimate care.

32. Pandemic Planning

All the children who attend The Davenport School are classed as "vulnerable" by the DfE. Vulnerable children and young people are defined as those who:

- Assessed as being in need under Section 17 of the Children Act 1989, including children who have a child in need plan, a child Protection Plan or who are a looked-after child.
- Have an Education, Health and Care (EHC) Plan whose needs cannot be met safely in the home environment.

- Have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision.
- This might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and Local Authority discretion.

In the event of a pandemic the safeguarding and welfare of the children in paramount. The school may close dependent on the direction from the Government and other considerations. Dependent on the nature and severity of the pandemic, teaching may be undertaken within the residential home or foster home. If the decision is that it is safe to teach in the home a consistent LSA and teacher will be allocated to the residential home and schemes of work in line with the child's Educational Health Care Plan will be delivered and taught.

This will be reviewed throughout and where safe to do so children will be reintegrated back into the school at the earliest opportunity.

33. Training

All school staff undertake regular annual safeguard training, this training is delivered by an external trainer to the school and the course content is clearly documented and certificated. Should a new member of staff join midway through the year, they will be registered on a training course at the earliest suitable opportunity. Should an existing member of staff be unable to attend the training they will be re-registered on the next suitable available course. The DSL, Senior Management and Chair of the school are provided with annual safeguarding training and additional safeguard training.

All staff have access to and have read and signed all Governmental direction to safeguard children and will sign once they have read and understood the guidance. A copy of this is held at the school.



CERTIFICATE OF TRAINING

This is to certify that on

successfully completed the one day course on
Child Protection in Education

Course Content:

Review and updates of Legal Framework, Policies and Practices - "Keeping Children Safe In Education 2021" and "Working to Safeguard Children 2018- Using Case Studies -Identifying Signs and Symptoms and Ongoing Risks of Child Abuse and Neglect within the family and Contextual Safeguarding including Criminal and Sexual Exploitation, Gangs, and Online abuse. - Prevent Duty - Identifying and managing Peer on Peer abuse - Bullying, Prejudice based bullying, Cyberbullying, Online Abuse, Sexual Harassment and Sexual Violence and Exploitation using case studies and good practice guidelines. - Working with children at risk of harm now and in the future - Managing disclosures, providing support, building resilience and preparing them for the future. - What would make workers miss indications of abuse or fail to follow procedures? - Learning from Serious Case Reviews. - You and organisational safeguarding roles and responsibilities. - Safer working practices for workers and managing allegations against workers. - Role of Designated Safeguarding Lead and LADO - Working together to safeguard children - Identifying ways to support young people and services available.

Trainer: Nicki Vass
Independent Social Worker

Trainer's Signature: 



34. Predicted Extreme Heat Warnings

In the event of the Met Office predicting an extreme heat warning, the school will take the following course of action:

- The school will ensure that the buildings are well ventilated (the school has air conditioning so that the temperature throughout the school can be maintained to a cool level.
- Children will be offered and encouraged to drink to ensure that they are well hydrated throughout the day.
- There will not be a requirement to wear school uniform with children being encouraged to wear loose light-coloured clothing with hats.
- Sunscreen is to be worn.

Dependent on the heat the curriculum and structure of the day can be adapted.

- There will not be any outside PE lessons with children able to undertake PE and games in the air-conditioned school hall.
- Break times and lunch times can be held inside the air-conditioned building

35. When a Student Goes Missing from School

When a student goes missing from School

1: The DSL safeguarding Co -Ordinator and Area Manager to be informed.	A decision will be made through discussed about when to report the child missing.
--	---



If the decision is to report the student missing the school must:

2: Report to the Kent Police, to the Placing Authority and inform the home. Relay the Number where appropriate.	PID Complete page one of the Missing Person's Report and all relevant information, including Police Reference Number.
---	---



Page 2 of the missing person report

3: Attempts should be made to locate the student and page two of the Missing Person Report updated to include all information needed.	If the student is not found during school time, pages one and two of the report are to be forwarded to the home, DSL, the Safeguarding Co-Ordinator and the Area Manager.
---	---



If the student returns during the day

4: School must inform Kent Police, the Placing Authority, DSL, Safeguarding Co-Ordinator and Area Manager and the home.	Complete page two and three of the Missing Person's Report and forward to Head Office.
---	--



If the student does not return during the school day

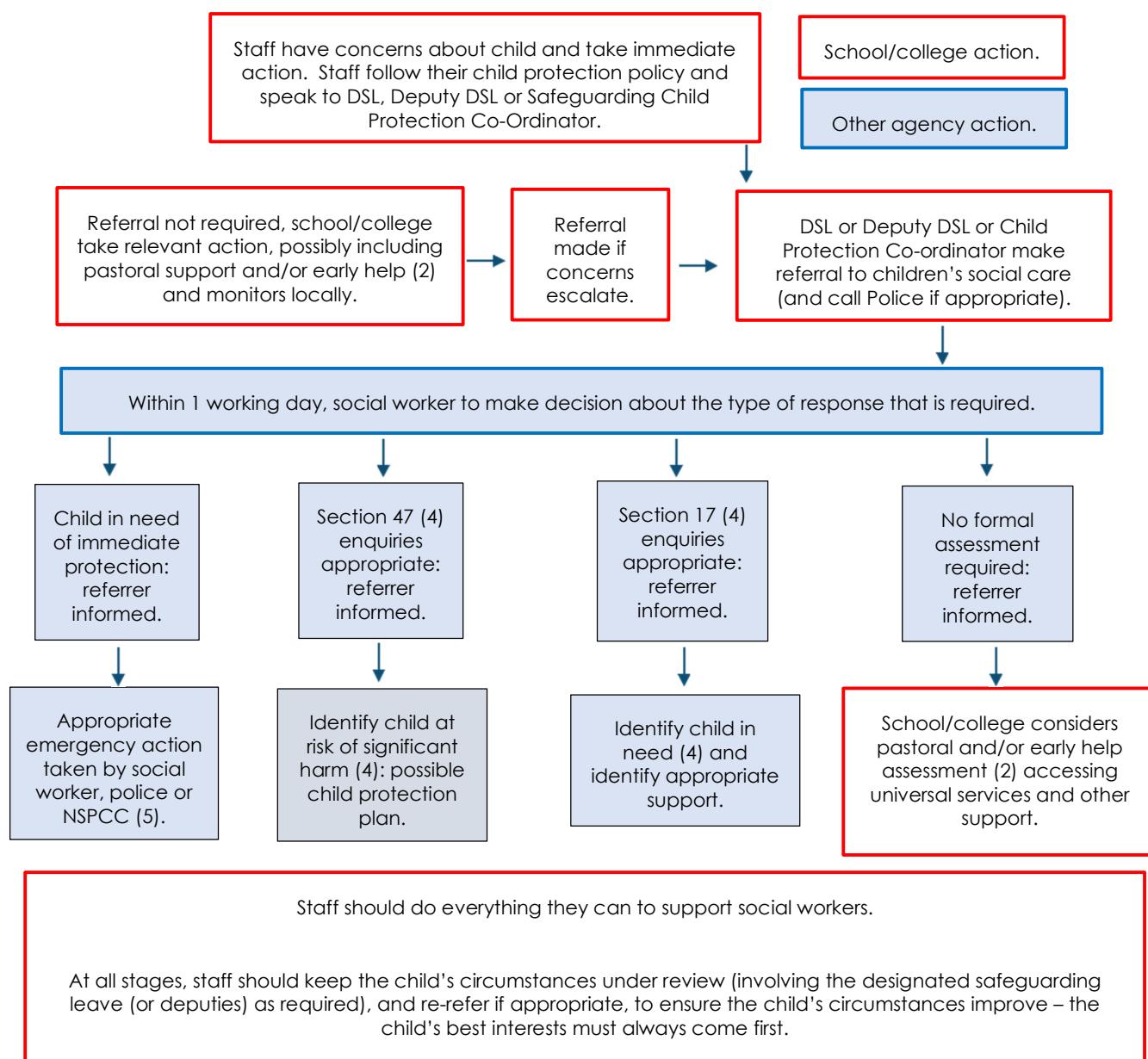
4b: Forward pages one and two of the Missing Persons Report to the home. The home will arrange the return from missing interview.	The home will take responsibility for trying to locate the student, remaining in contact with Kent Police, Placing Authority, Safeguarding Co-Ordinator and the Area Manager.
---	---



If the student is not reported missing

5: If the student is not reported missing due to age, time or other circumstances, page 1 of the Missing Person Report to be completed.	Complete details of circumstances resulting in the student going missing and forward to the home. If necessary, the home will report the student missing if they do not return.
---	---

36. Actions Where There Are Concerns About A Child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see part 4 of Working Together to Safeguard Children 2018
- (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. Part 1 of Working Together to Safeguard Children provides detailed on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. See part 1 of Working Together to Safeguard Children 2018.
- (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 Action 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 to promote the child's welfare. Full details are in part 1 of Working Together to Safeguard Children.
- (5) This could include applying for an Emergency Protection Order (EPO).

35. Contacts

Designated Safeguarding Lead - Head of Education:

Name: Julie Bartlett

Telephone Number: 01843 599322

Designated Safeguarding Lead - Teacher in Charge of Primary Education:

Name: Karen Dean

Telephone Number: 01304 621836

Designated Safeguarding Lead - Child Protection Co-Ordinator:

Name: Gordon Shaw

Telephone Number: 01843 823762

Mobile Number: 07799115059

Whistleblowing:

Name: Andy Marshall

Telephone Number: 01843 823762

Mobile Number: 07714659637

Kent Local Area Designated Officer (LADO):

Contact Number: 0300 041 0888

Kent Child Protection Central Referral Unit:

Contact Number: 0300 041 111

Urgent Child Protection Issues Outside Office Hours:

Call the Central Duty Team Out of Hours Number: 0845762671