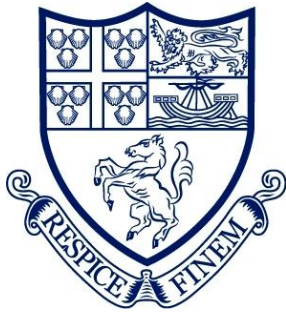


Child Protection Policy Safeguarding Girls at Kent College

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Child Protection Policy Safeguarding Girls at Kent College

STATEMENT

The safeguarding of all girls at Kent College, including both day girls and boarders, is covered in this policy.

This school is committed to safeguarding and promoting the welfare of girls and young people and expects all staff and volunteers to share this commitment. Where the term 'staff' is used in this policy, this includes all employees, whether temporary or permanent, and volunteers working with girls on behalf of the school.

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

If parents or guardians have any concerns of a safeguarding nature they are advised to contact the DSL (Designated Safeguarding Lead).

KEY CONTACTS IN SCHOOL:

Designated Safeguarding Lead (DSL):

Louise Hallam

Tel: Ext 517

hallaml@kentcollege.kent.sch.uk

Deputy Child Protection Coordinators (Deputy DSLs):

Carol Davidson - Senior School

Tel: Ext 420

davidsonc@kentcollege.kent.sch.uk

Philippa Dabin - Prep School - EYFS

dabinp@kentcollege.kent.sch.uk

Tiz Youdale - Prep School (maternity cover)

youdalet@kentcollege.kent.sch.uk

Headmistress

Julie Lodrick

Tel: ext 240

lodrickj@kentcollege.kent.sch.uk

Deputy Head

Anthony Kirk-Burgess

Tel: Ext: 278

kirka@kentcollege.kent.sch.uk

Policy

Version 15

Safeguarding Girls

Head

Issued February 1997

Page 3 of 33

Reviewed: November 2015

Review date: September 2016

Committee: Full Governors

E-Safety Officer:

Jen Tobin

Tel: Ext 287

tobinj@kentcollege.kent.sch.uk

Named Child Protection Governor:

Jane Stevens

Tel: 07710 454676

stevensj@kentcollege.kent.sch.uk

Chair of Governors

Edmund Waterhouse

waterhousee@kentcollege.kent.sch.uk

Tel: 01892 860565

CONTACT DETAILS FOR CHILDREN'S SAFEGUARDS TEAM:

Central duty team for social services: 03000 41 11 11
(or out of hours number 03000 41 91 91).

Principal Safeguarding Officer:

Kel Arthur

Tel: 01622 694162

Mob: 07786 191359

Kel.arthur@kent.gov.uk

West Kent Area Safeguarding Officer (Education) (concerns relating to girls):

Claire Ray

Tel: 03000 412284

Mob: 07920 108828

Claire.ray@kent.gov.uk

LADO - (Local Authority Designated Officer for allegations against staff):

Jinder Pal Kaur

Tel: 01622 696 366 (contact admin support Helen Elliott)

Jinderpal.kaur@kent.gov.uk

E-Safety Officer:

Rebecca Avery

Tel: 01622 221018

Mob: 07789 968705

rebecca.avery@kent.gov.uk

OTHER IMPORTANT CONTACTS:

Doctor (Dr Lutch, Pembury)	01892 825488
Police (to include reporting of FGM)	01622 690690
Social Service	01892 515045
Hospital (Pembury)	01892 823535
NSPCC (Headmistress Office)	0207 825 2500
NSPCC Childline	0800 1111
NSPCC Adult helpline	0808 800 5000
Forced Marriage Unit	0207 008 0151
Advice and support about extremism Counter-extremism@education.gsi.gov.uk	0207 340 7264
Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA	0870 9090 811
Independent Listener Mrs Berry gimhberry@btopenworld.com	07977 497324

KEY SUMMARY OF CHILD PROTECTION POLICY

The Child Protection Policy is found in the Central Resource Library in the staff shared area. Safeguarding and promoting the welfare of children is **everyone's** responsibility.

You are expected to be aware of the signs and symptoms of abuse and neglect.

Physical abuse - what to look for:

- Injuries, especially those which are atypical
- Girl who finds it painful to walk, sit down, move her jaw etc
- Frequent occurrence of injuries with no adequate explanation
- Reluctance to change for PE
- Uncharacteristic behaviour
- Compulsive eating or loss of appetite
- Girl who is suddenly uncoordinated
- Conflicting explanations of injuries
- Reluctance to explain

Neglect - what to look for:

- Deterioration in appearance or hygiene
- Deterioration in behaviour

Emotional abuse - what to look for:

- Depression
- Withdrawal
- Introversion
- Excessive aggression

Sexual Abuse - what to look for:

- does not look after herself
- suddenly starts to behave differently
- displays sexually inappropriate behaviour, including use of sexual language and sexual information
- has physical symptoms that suggest sexual abuse
- avoids being alone with a particular family member
- fears an adult or is reluctant to socialise with them
- tries to tell you about abuse indirectly, through hints or clues
- describes behaviour by an adult that suggests they are being 'groomed' for future abuse

If a girl wishes to disclose something to you, you should tell them that you will listen to what they say but you will have to tell those who need to know.

Every situation pertaining to Child Protection is different but the following guidelines should always be followed:

- Do not ask leading questions
- Do not promise confidentiality - explain that if a girl is at risk you will need to pass information on
- Do not seek to discover more details - trained personnel will do this if it becomes necessary
- Record the time and date of the conversation and as many details as you can remember as soon as possible
- Note down the girl's own words as far as possible
- If the girl indicates parts of the body, make a rough sketch to aid recording with greater precision. Only view parts of a child's body normally visible.
- Tell the Designated Safeguarding Lead DSL immediately (unless the allegation is made against any member of staff, in which case follow the procedure below in para 6.11)
- Remember to seek support for yourself if needed

If a girl is in immediate danger there must be an immediate referral to children's social care.

If a girl makes an allegation of abuse against a member of staff, you must report this to the Headmistress.

If a girl makes an allegation of abuse against the Headmistress, you must report this to the Chair of Governors, **Edmund Waterhouse** (waterhousee@kentcollege.kent.sch.uk).
Tel: 01892 860565

The Chair of Governors will contact the LADO promptly or within one day.

The emphasis on safeguarding is about creating a safe environment where girls are safe and feel safe and where adults understand their safeguarding responsibilities.

All staff are required to have accessed and read Part 1 of **Keeping Children Safe in Education September 2016**. (appendix ii)

This policy should also be read in conjunction with **Working Together to Safeguard Children (2015)** (appendix i) and also **What to do if you are worried a child is being abused (2015)** (appendix i)

The latest guidelines state that Staff must be aware of current issues in safeguarding such as:

CSE (Child sexual exploitation)
FGM (Female Genital Mutilation)
CME (Girls Missing in Education)
Prevent (Counter-Terrorism and Security Act 2015)

Policies/procedures linked to Child Protection Policy:

(To be read and followed alongside this document)

- Health & Safety Policy
- Recruitment Policy
- Foundation Stage Policy
- Restraint Policy
- E-Safety Policy *
- Anti-bullying Policy
- Staff /Pupil relationships Policy
- Acceptable Use Policy Staff
- Acceptable Use Policy Students
- Communications Policy (prep school)
- Photos and Videos Policy (prep school)

- Visitors to the School
- When a Girl Goes Missing - Whole School
- Principles of Boarding at KC
- Boarding House Staff Handbook
- Medical Handbook - Section B - Role of the School Nurse

* The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

1. PURPOSE

This school is committed to safeguarding and promoting the welfare of girls and young people, and expects all staff and volunteers to share this commitment. Where the term ‘staff’ is used in this policy, this includes all employees, whether temporary or permanent, and volunteers working with girls on behalf of the school.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

The Child Protection Policy is written in accordance with the Children Acts 1989 and 2004; Independent School Inspectorate Regulations; DfE guidelines; in line with Kent County Council procedures; and with reference to the Local Safeguarding Children’s Board (LSCB) along with the publications Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (July 2015).

All staff in school **MUST** read Part One of the DfE guidance: Keeping Children Safe in Education alongside this policy. The latest version of this document can be accessed here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

2. AIMS

This policy aims to ensure that the school recognizes and implements the following points:

- 2.1 Safe recruitment procedures and practices in checking the suitability of all staff members, in compliance with Keeping Children Safe in Education (2016).
- 2.2 To develop, monitor and review procedures for identifying and reporting cases, or suspected cases, of abuse or of a child in need (refer to Appendix 1 of this policy).
- 2.3 In accordance with guidelines to support girls in need and/or those who have been abused (refer to Appendix 1 of this Policy)
- 2.4 To establish and maintain a safe environment in which girls can learn and develop, be encouraged to talk and are listened to. Listening to pupils is a key part of our school ethos and there are many channels. For example: school counsellor, School Council meetings, mentoring, School Officers, the Chaplain, an independent listener and a large pastoral team.
- 2.5 A support network for girls so that they know there are adults in the school whom they can approach if they are worried.

- 2.6 There are opportunities mainly in the PSHCE (Personal, Social, Health & Citizenship Education) curriculum for girls to develop the skills they need to recognize and stay safe from abuse. Additionally, issues such as e-safety, who to turn to/procedures, resilience and fundamental British values are addressed in assemblies, in form time, in discrete subject areas (eg ICT) and in extracurricular days involving specialist speakers. Specialist speakers are recruited from reputable companies or recommendations.
- 2.7 Any deficiencies or weaknesses identified in these safeguarding procedures will be rectified without delay.
- 2.8 To maintain a pastoral system that identifies girls and families that may need support in order to prevent problems escalating and liaise with external agencies to achieve this aim. Early help, ie “providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years” is of great importance.

3. ETHOS

The school recognizes that girls who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, safe and predictable element in their life. When at school their behaviour may be challenging and defiant or they may appear withdrawn. In these circumstances, the school will endeavour to support the girl through:

- The content of the curriculum
- The school ethos which promotes a positive, secure environment and gives the girls a sense of being valued
- The school ensuring that the girl knows that some behaviour is unacceptable but they are still valued and not to be blamed for any abuse which has occurred.
- Inter-agency liaison.
- Information sharing, in so far as if a girl suffering abuse leaves, their information is transferred to the new school immediately and key-workers are informed where appropriate.

The Child Protection Policy is available to all staff members, in all roles, both electronically in the shared area and in hard copy in the school office. It is also available to parents on request. In addition, we recognize, understand and implement the obligations placed on the school in terms of Child Protection which is promoted in the school prospectus, the girls’ handbooks and the Information for Parents handbooks.

4. SAFER RECRUITMENT

The school operates a strict safer recruitment system in accordance with Keeping Children Safe in Education (2016). All members of staff, in all roles (including

temporary and voluntary staff), are appropriately checked as outlined in the Safer Recruitment section of the Staff Recruitment Policy.

Visitors without DBS clearance by Kent College are accompanied on site at all times by a member of staff.

5. RESPONSIBILITIES

Safeguarding is everyone's responsibility. Although referrals are normally managed through the DSL, anyone can refer a child to children's social care if necessary. The contact details are in this policy.

Louise Hallam (Assistant Headmistress) is the current Designated Safeguarding Lead (DSL); she is supported by **Carol Davidson** (Headmistress of Outdoor Education) who acts as Deputy Child Protection Officer in the Senior School. **Kirsty Whittle** is Deputy Child Protection Officer in the Prep School (including EYFS), with **Tiz Youdale** covering for her maternity leave (**Philippa Dabin** for EYFS).

The DSL has overall responsibility for the day-to-day oversight of Child Protection and safeguarding in school. This includes:

- Co-ordinating safeguarding action for individual girls
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system
- Representing or ensuring the School is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the School's part in CAF / Child in Need / Child Protection plans
- Organising training for all School staff

However, Child Protection and welfare are the responsibility of all staff in School and ANY observation, information or issue which results in concern for a girl's welfare **MUST** be reported to the DSL. This includes discussing in the first instance early help requirements with the DSL.

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

The key responsibilities of the DSL and the deputy DSLs are:

5.1 Information sharing

Information sharing is vital to safeguarding and promoting the welfare of children and young people, and fears about sharing information cannot be allowed to stand in the

way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. The DSL must use her professional judgement about when to share information with colleagues working in the school, as well as with those working with other organisations, in order to provide effective early help and to keep children safe from harm. The principles of sharing information are as follows:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Record

(For greater guidance please refer to “Information Sharing: advice for practitioners” appendix viii)

5.2 Managing referrals

Promptly refer all cases of suspected abuse or of a child in need to the local authority children’s social care and to the designated officer(s) for child protection concerns (all cases which concern a staff member)

Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)

Promptly contact the Police (cases where a crime may have been committed)

Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;

5.3 Working with others

The DSL should:

Liaise with the Headmistress to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

5.4 Training

The DSL should receive appropriate training carried out every year in order to:

Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff, and:

Be alert to the specific needs of children in need, those with special educational needs and young carers;

Be able to keep detailed, accurate, secure written records of concerns and referrals;

Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting girls from the risk of radicalisation;

Obtain access to resources and attend any relevant or refresher training courses; and

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

5.5 Raising Awareness

The DSL should ensure the school policies are known and used appropriately: • Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

Link with KSCB (Kent Safeguarding Childrens Board) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Where girls leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

5.6 Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

6. STAFF GUIDELINES

6.1 Indicators of a potential Child Protection issue

Be aware that children can abuse children

Physical abuse

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.

What to look for:

- Injuries, especially those which are atypical
- A girl who finds it painful to walk, sit down, move her jaw etc
- Frequent occurrence of injuries with no adequate explanation
- Reluctance to change for PE
- Uncharacteristic behaviour
- Compulsive eating or loss of appetite
- A girl who is suddenly uncoordinated
- Conflicting explanations of injuries
- Reluctance to explain

Neglect

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

What to look for:

- Deterioration in appearance or hygiene
- Deterioration in behaviour

Emotional abuse

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.

What to look for:

- Depression
- Withdrawal
- Introversion
- Excessive aggression

Sexual Abuse

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

What to look for:

- does not look after herself
- suddenly starts to behave differently
- displays sexually inappropriate behaviour, including use of sexual language and sexual information
- has physical symptoms that suggest sexual abuse
- avoids being alone with a particular family member
- fears an adult or is reluctant to socialise with them
- tries to tell you about abuse indirectly, through hints or clues
- describes behaviour by an adult that suggests they are being 'groomed' for future abuse

Some points to consider:

- Many forms of abuse have no physical symptoms;

- The diagnosis of abuse is difficult - even for experts.
- To delay reporting the suspicion of abuse could be disastrous;
- Serious bullying should be treated as a Child Protection issue, as it is abuse of one girl by another. If there is reasonable cause to suspect that the victim is suffering, or is likely to suffer, significant harm, then any such bullying/abuse will be referred to social services/child care services
- Protect yourself - do not give out personal information such as your mobile phone number and do not use your personal email address to contact girls. Where a girl emails you individually, it is good practice to copy in another member of staff on your reply (it is acceptable to blind-copy other staff if you feel that is the best option). Emails and text messages are often used as evidence of grooming so it is essential that all staff follow this guidance.

6.2 What staff should do if they have concerns about a girl

If staff members have any concerns about a girl they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

If a girl is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.

If anyone other than the designated safeguarding lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

See Appendix ix for a flow chart setting out the process for staff when they have concerns about a girl.

If after a referral the girl's situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the girl's situation improves.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the girl's situation doesn't appear to be improving.

6.3 Dealing with a Disclosure

Every situation pertaining to Child Protection is different but the following guidelines should always be followed:

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

- Do not ask leading questions
- Do not promise confidentiality - explain that if a girl is at risk you will need to pass information on
- Do not seek to discover more details - trained personnel will do this if it becomes necessary
- Record the time and date of the conversation and as many details as you can remember as soon as possible
- Note down the girl's own words as far as possible
- If the girl indicates parts of the body, make a rough sketch to aid recording with greater precision. Only view parts of a child's body normally visible.
- Tell the DSL immediately (unless the allegation is made against any member of staff, in which case follow the procedure below in para 6.11)
- Remember to seek support for yourself if needed

6.4 Guidance for when a parent or guardian is suspected of being under the influence of alcohol or drugs

The safety of the girl is always paramount so staff can act to keep the girl safe in the care of the school until further advice is sought from other agencies.

6.5 Guidance for suspected incidences of female genital mutilation and forced marriage -see appendices iii,iv,v

This guidance is taken from current government documents that provide information and guidelines for dealing with suspected cases of female genital mutilation or forced marriage. It is mandatory to report any suspected case of FGM to local police.

In such cases, staff members are expected to follow the procedure for other girl safeguarding concerns, making notes where possible, and passing information onto the DSL or a Deputy DSL as soon as possible. It is not the duty of the staff member to investigate the concern. Refusal to allow the girl to attend PSHCE/Sex education classes might be relevant.

6.5.1 Female Genital Mutilation

There are signs and symptoms that FGM might be about to happen to a girl soon:

- A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’. Girls as young as 5 years old may talk about this. It is often carried out on girls aged between 5 - 8 years.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the girl out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent. High risk areas : East Africa, Somalia, Eritrea, Sudan, Egypt, parts of west Africa and the Middle East.

Signs and symptoms that female genital mutilation may have already occurred include:

- A girl or woman may have difficulty walking, sitting or standing.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary or menstrual problems and /or infections.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl’s return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.

6.5.2 Forced Marriage

Forced marriage is distinguished from arranged marriages which form an integral part of the cultures of some countries. In all cases, there must be an awareness of the sensitivity needed when dealing with individuals who may be at risk of a forced marriage in case it is actually an arranged marriage.

Some of the signs of individuals at risk of a forced marriage include:

Absence and persistent absence
 Request for extended leave of absence and failure to return from visits to country of origin
 Fear about forthcoming school holidays
 Surveillance by siblings or cousins at school
 Decline in behaviour, engagement, performance or punctuality
 Being withdrawn from school by those with parental responsibility
 Not allowed to attend extra-curricular activities
 Sudden announcement of engagement to a stranger
 Prevented from going on to further/higher education

6.6 Guidance for cases which involve or may involve Child Sexual Exploitation (CSE) - see appendix vi

This guidance is taken from sections 2, 3 and 8 of the Kent Safeguarding Board's procedures for identifying and reporting incidences of actual or suspected child sexual exploitation. The link is given in appendix vi and was accessed in September 2015.

CSE involves exploitative situations where young people receive something - eg gifts or affection - as a result of engaging in sexual activities. Exploitation is an imbalance of power in the relationship.

Sexual exploitation incorporates sexual, physical and emotional abuse, as well as, in some cases, neglect. Girls who are being sexually exploited do not make informed choices to enter or remain in sexual exploitation. Rather, they do so from coercion, enticement, manipulation or desperation.

The sexual exploitation of children is child sexual abuse. The sexual exploitation of children defines a broader context of abuse than formal 'prostitution'; the full spectrum of sexually exploitative situations includes children and young people exchanging sex for accommodation, food, gifts, drugs and/or safety. Cyberbullying and grooming can also be CSE.

A child is more vulnerable to sexual exploitation if they have experienced any of the following:

- Child sexual abuse;
- Domestic abuse within the family;
- Family breakdown;
- Physical abuse and emotional deprivation;
- Bullying in or out of school;
- Family involvement in sexual exploitation;
- Parents with a high level of vulnerabilities (drug / alcohol, mental health etc.)
- Drug / alcohol, mental health or other difficulties themselves;
- Being looked after in residential care; and
- Going missing frequently.

In the school curriculum, Personal, Social, Health and Citizenship Education (PSHCE) lessons help to inform girls about issues such as sexual activity, grooming techniques, online safety, drug use and keeping themselves safe.

Where there are concerns raised that a girl is being sexually exploited or at risk of sexual exploitation, the DSL will contact the Area Safeguarding Officer to seek advice about the next step. If the Area Safeguarding Officer cannot be contacted (eg out of hours), Children's Social Services will be contacted via the Central Duty Team (contact details are listed in this policy).

6.7 Guidance for cases involving a child missing from education (CME)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse or neglect. If you are concerned that a girl has been out of school with no reason or communication from home you must inform the DSL who will inform the local authority. Any girl who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more is deemed to be at risk.

6.8 Guidance for dealing with cases that involve or may involve Radicalisation - see appendix vii

From 1 July 2015 a large number of organisations including schools, higher education institutions, local authorities and NHS trusts became subject to a duty under the Counter-Terrorism and Security Act 2015 "to have due regard to the need to prevent people from being drawn into terrorism." This is known as the "Prevent duty" Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist group. We use the following accepted Governmental definition of extremism:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Where there are concerns of extremism or radicalisation of girls, staff and Governors will be encouraged to raise any issue in confidence with the DSL, who will consider what further action is required.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by girls of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where girls have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Girls accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Girls voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

We aim to fulfil our Prevent Duty by striving to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches girls may experience elsewhere may

make it harder for them to challenge or question these radical influences. This will be achieved primarily via PSHCE. In curriculum terms this dovetails with the new requirement to promote fundamental British values - to ensure girls are taught about diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding, but all staff will be flexible enough to adapt teaching approaches, as appropriate, so as to address specific issues.

The following ICT filtering and protection systems are in place to endeavour to protect the girls: All PC's and Macs have Securus installed on them, which captures inappropriate language and images, and is programmed to query various phrases such as "meet me" It can highlight cases of bullying, racism or homophobia and can warn of staff members posing a risk of physical harm to themselves or others. In short, Securus Enterprise ensures that technology in school is being used appropriately and makes the school safer for both girls and staff alike. The web filter the school uses is Lightspeed. This stops girls accessing inappropriate websites. There is a pre-programmed list which can be added to by the school if required. A list of all the filters can be accessed at www.lightspeedsystems.com/en-uk/

Staff can contact Kent police or seek email advice directly from the Channel (multi agency approach to protect people from being drawn into terrorist related activity) coordinator at channel@kent.pnn.police.uk

6.9 Appropriate Conduct with Girls

Staff must also be aware of appropriate conduct with girls in order to avoid allegations and misunderstandings (see guidance contained in Staff/Pupil relationships):

- Use caution and judgement in any physical contact with girls. It should be appropriate (eg shoulder/arm) and the girl's wishes read and respected.
- Avoid being alone with a girl. Where this is necessary take appropriate steps to mitigate the situation eg leave doors open, report timetabled or scheduled meetings to your line manager
- Do not allow girls into your car unless agreed with other members of staff/parents for the benefit of the girl
- Do not allow girls into your car unless agreed with other members of staff/parents for the benefit of the girl
- (eg mobile telephone numbers, home email addresses).
- Avoid social networking with girls. Staff must be aware that their role comes with particular responsibilities and they must adhere to the Schools' strict approach to social media. (Further details are to be found in the Acceptable Use Policy Student or Staff) Staff must ensure that their use of social media does not create any breaches of internet security or breach of trust.
- Never use personal social media sites to discuss girls or the school
- Do not exchange personal or private information / opinions with girls
- If you have concerns regarding an incident or girl behaviour in the light of these guidelines, please discuss them with the DSL.
- If you feel you have been inadvertently drawn into a situation which could be regarded as suspect, inform your line manager, DSL or Deputy DSL and record the circumstances.

- Under the terms of the Data Protection Act 1998, all photographs and video images of children and staff alike are classified as personal data. This means that no image can be used for display or for school publicity, unless consent is given.

Failure to follow these instructions will put staff at risk of allegations and may in some circumstances lead to disciplinary action.

6.10 Use of reasonable force for control or Physical Restraint

There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain girls and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. The school's policy relating to use of reasonable force is written using the guidance provided in the DfE circular 'Use of reasonable force' (July 2013). The Headmistress will require the adult(s) involved in any such incident to report the matter immediately, and to record it in the Interventions Book, kept by the DSL.

6.11 Early Years and Foundation Stage Girls

Please have regard to the Foundation Stage Policy in dealing with girls in this age range. Staff should have particular regard to the use of mobile phones, cameras and photography when working with this age group and should follow guidelines in the Foundation Stage Policy and outlined below:

The use of such devices is an integral part of the assessment and tracking of progress of our Early Years girls. Staff are not permitted to use their own mobile phones or any other electronic devices for the purposes of recording images of children. For the purpose of assessment and tracking, the EYFS staff have their own ipads (provided by the school) to be used for the sole purpose of recording images of nursery and reception girls. These ipads do not leave the school site and all images are stored securely and uploaded to the appropriate area of the school's network as soon as possible.

6.12 Allegations against a Member of Staff or any Volunteer

If an allegation is made against a member of staff or volunteer the matter must be reported to the Headmistress. The Headmistress will inform the DSL without delay. If an allegation is made against the Headmistress or any Governor, including the Child Protection Governor, the matter must be reported to the Chair of Governors. The contact (with the local authority designated officer LADO etc) must be made without the Headmistress being informed first (if the allegation is about the Headmistress). The DSL must not be informed if the allegation is about him/her before the LADO is contacted.

If an allegation is made against a member of staff or volunteer all unnecessary delays should be avoided. An investigation into the allegation will not be made without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO will be held informally and without naming the individual.

The school will act according to the government guidelines laid out in Part 4 of Keeping Children Safe in Education (2016).

All allegations against a member of staff or volunteer must be reported to the Headmistress/Chair of Governors (whichever is appropriate) straight away. The LADO should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. Immediate contact with the LADO is necessary to discuss the allegation. The LADO will preside over the investigation of any allegation or suspicion of abuse directed against anyone working at the school. **NB Parental consent is not required before reporting allegations to the LADO.**

Suspension of a member of staff is not the default option when an allegation is made. An individual will be suspended where there is no reasonable alternative. Suspension is a neutral act pending a full investigation in conjunction with external agencies as appropriate. The views of the LADO and the guidance given in this policy will be taken into account when a decision about suspension is being made. Confidentiality of both the school and the individual who is subject to the allegation should be maintained until a formal charge has been made.

Where, following investigation, allegations are deemed to be malicious, this may result in possible action against girls or those making the allegations. In such cases, all notes regarding the allegation will be removed from the personnel records of the subject of the allegation.

Even if you are not sure that the issue you have encountered is serious, still let the Headmistress know. He or she can then make an informed decision as to the best course of action.

6.13 Additional Advice for Staff

- If you cannot find the DSL then report the matter to one of the Deputy DSLs. If you cannot find the DSL or any of the Deputy DSLs then report the matter to the Headmistress.
- Do not tell other people about the situation - this will cloud information later.
- If you have been upset/distressed, the school will seek professional advice/counselling on your behalf. However, this cannot proceed until the Child Protection case has been investigated by professional agencies.
- If the accusation is against a colleague, please follow the same procedures. Remember, an allegation may be true and the girl needs protection. However, it may be untrue, in which case a colleague should have the right to clear their name. In cases such as this, your anonymity will be protected as far as practically possible.
- All information is treated in the strictest confidence. Sometimes it may become necessary to share information but those providing it will be involved in how this comes out and have the right to confidentiality.

6.14 Additional Guidance for House staff and relating to boarders

- If any allegations or concerns are raised about boarders, such as matters relating to staff pupil relationships and any concerns about peer abuse, then the relevant Housemistress will be informed.
- Where a member of the boarding staff is suspended pending investigation of a child protection matter, arrangements for alternative accommodation away from children will be made.
- Boarding staff receive induction training, both before taking up their role and ongoing, and this includes specific advice relating to safeguarding issues in a boarding community. (Please refer to the Boarding House Staff Handbooks, Induction for New Staff).

6.15 What are we likely to do with information you provide?

- At least record it; it may not seem significant straight away but may add to further information received at a later date.
 - Telephone professional agencies for advice without giving names (the DSL and the school will always be named).
 - Telephone professional agencies for advice, providing names so that they can check records.
 - When deciding to make a referral, following an allegation or suspicion of abuse or of a child in need, the Headmistress and DSL will discuss all borderline cases with the LADO.
 - Make a full referral.
 - The school will always communicate with the local safeguarding agency within 24 hours whenever an allegation or disclosure of abuse has been made. In the case of serious harm, the police will be contacted.
- All inter-agency contact details can be accessed through the DSL.
All Child Protection records are kept securely and separate from girl files in a locked location.

The DSL will always let you know what will happen to information you provide. Where practically possible, and with the advice of professional agencies, the anonymity of a referring colleague will be protected.

6.16 Whistleblowing

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Where a staff member feels unable to raise the issue with the school or feels their genuine concern is not being addressed, other whistleblowing channels may be open to them. See the following link for more details (<https://www.gov.uk/whistleblowing>).
- Additionally, please consult the Whistleblowing (section 5) documentation of the Staff Recruitment Policy.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

6.17 Disciplinary Procedures

Please refer to your contract and the staff handbook for the school's disciplinary procedures.

If an allegation involving Child Protection is made against an employee, they may be suspended on full pay and without prejudice pending investigation. A resident employee will be offered accommodation elsewhere during this period.

7. STAFF TRAINING AND INDUCTION

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training is organised by the DSL and the nominated governor should receive safeguarding training on an annual basis. The Governing Body should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities, and to involve staff in shaping policies and procedures.

The school leadership team will ensure the DSL attends the required DSL safeguarding training when s/he first takes up the role and that s/he continues to update their knowledge on an on-going basis. The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

All staff are expected to attend whole school child safeguarding updates. Induction training for new staff includes the safeguarding policy, staff behaviour/code of conduct, whistleblowing and the identity and function of the DSL. All read part 1 of KCSIE and sign to that effect.

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

This training covers general risk of radicalisation and how to identify children at risk of radicalisation.

Opportunities for updated training, following government guidelines, are offered at regular points throughout the academic year.

Courses completed:

Louise Hallam: DSL

Designated Child Protection Coordinator course run by KCC, including interagency working in locally agreed procedures - February 2015 (this will be updated every two years)

Independent Schools Safeguarding Refresher Training (in accordance with DfE Safeguarding Children Guidance) October 2015

Carol Davidson: Deputy DSL

Initial training in May 2010 (DSL Module 1 - Child Protection Training)

DSL Refresher Course Feb 2012.

DSL course March 2015; run by KCC.

Independent Schools Training for DSLs, run by KCC Safeguarding team members - October 2013.

Kirsty Whittle: Deputy DSL, Prep School (including EYFS).

Initial training November 2011 and Levels 1 & 3 (which incorporated Level 2)

Refresher course - January 2014 which also focused on e-safety. Training will be updated every two years.

Julie Lodrick: Headmistress

Level 3 Safeguarding - March 2016

Philippa Dabin: EYFS coordinator

DSL course run by KCC - attended October 2014.

Anthony Kirk-Burgess: Deputy Head

Level 3 Safeguarding - September 2015 Graffham Consulting

James Mossman: Head of Sixth Form

Level 3 Safeguarding - July 2015

Jen Tobin: eSafety Officer

eSafety course - February 2016

Level 3 Safeguarding - March 2016

Jane Stevens: Governor with an overview of Child Protection

(Please note that compliance and safeguarding are the responsibility of the full governing board)

The last Child Protection Governors' Audit was completed in September 2015 and will be reviewed annually. Governors receive an annual refresher. The DSL provides a regular update to the Governor with responsibility for Child Protection, termly or more frequently if appropriate.

Whole School Child Protection INSET and information

January 2003 - Adrian Underwood. Director of Boarding Schools Association (BSA)
January 2005 - Helen Windiate, Area Girls's Officer (Child Protection), West Kent Education
November 2005 - Headmistress - Child Protection BSA INSET
Safer recruitment NCSL site reference - Headmistress & Bursar 2007
October 2007 - Safer recruitment - Recruitment staff
Whole school 2007 - Follow up sessions with groups of staff, including boarding/support
September 2008 - Helen Windiate (as above), Child Protection INSET
September 2010 - Child Protection update, whole staff meeting, DSL
September 2011 - Whole school Child Protection INSET, DSL
October 2011 - Safer Recruitment - Headmistress of Administration and HR
September 2012 - Whole school Child Protection update, DSL
Academic year 2013/2014 - On-line CP training (Hays) for all staff and governors.
April/May 2014 - all staff informed of relevant safeguarding updates and required to sign that they have read the guidance in 'Keeping Children Safe in Education'.
September 2014 - all new staff received induction training.
April 2014 - Staff were asked to sign that they have read the statutory guidance given in Keeping Children Safe in Education.
April 2015 - Whole school inset with Claire Ray (Area Designated Officer) for KCC.
Updates to Keeping Children Safe in Education July 2015 - all staff made aware of amendments to this with regard to FGM and the "Prevent duty" - September 2015
September 2015 - all staff received a copy of the Key Summary of Child Protection
January 2016 - all staff - online FGM and PREVENT training
March 2016 - all teaching staff - half-day training course (external agency) on PREVENT duty

The INSET and induction programmes ensure that all staff members, including the Headmistress, understand their responsibilities in being alert to the signs of abuse or of a child in need and their responsibility for referring any concerns to the designated senior person responsible for Child Protection. All staff members, in all roles, including temporary and volunteer staff, have been trained in Child Protection procedures, in accordance with the requirements of the KSCB with those who were not Child Protection trained in April 2015 being trained individually or in group sessions run by the DSL. The DSL runs Child Protection training to all new staff as part of the yearly INSET in September. All staff members are kept regularly informed of any changes to guidelines and/or systems within the school. Additional sessions are offered throughout the year for discussion and staff development and staff are asked to sign that they have been kept informed and updated of changes.

Staff who join at other points in the year receive Child Protection training as part of their induction process, organised by the DSL. The DSL facilitates the Child Protection training.

Once Child Protection training has taken place, the staff member concerned signs the induction form. The form acknowledges that the staff member is aware of the identity of the DSL, knows what to do in the event of hearing a Child Protection allegation while observing anything which might lead them to suspect Child Protection issues, and understands the school's policy with regard to suitable relationships between staff and girls, and to confidentiality. The induction form is then placed on the staff member's personnel file. These records are kept effectively by HR.

All senior girls (Sixth Form) are briefed by the DSL or Deputy DSL on appropriate action to take should they receive any allegations of abuse. There is separate training for girls who are given areas of responsibility over other girls.

We recognize and accept the requirement to report to the Disclosure and Barring Service (formerly 'Independent Safeguarding Authority') any person (whether employed, contracted, a volunteer or girl) whose services are no longer used because s/he is considered unsuitable to work with children, within one month of leaving the school

We acknowledge that we have a duty to consider making a referral to the National College for Teaching and Leadership. In circumstances where unacceptable professional conduct, conduct that may bring the profession into disrepute or if there is a conviction for a relevant offence, a referral will be made.

Girls with Child Protection issues have separate files as well as main school files. The main school file is given a red dot indicating that there are on-going Child Protection concerns and caution should be taken when issuing information from the School Office and boarding house (in these cases the DSL should be consulted).

The corresponding Child Protection file for each of these girls is kept locked in the Headmistress' PA's office.

The school meets the requirements that any weaknesses or discrepancies in Child Protection which may occur from time to time is brought to the attention of the DSL or SLT and rectified without delay.

Appendices to Child Protection Policy:

- i. Summary of Working Together to Safeguard Children (2015).
- ii. Keeping Children Safe in Education (September 2016)
- iii. Multi-Agency Practice Guidelines: Female Genital Mutilation.
- iv. The Right to Choose: Multi-Agency statutory guidance for dealing with forced marriage.
- v. Multi-Agency Practice Guidelines: Handling cases of Forced Marriage
- vi. Kent Safeguarding Board - Safeguarding Girls Abused through Sexual Exploitation.
- vii. Berkshire Local Safeguarding Children Boards' guidance for dealing with cases that involve or may involve radicalisation.

Appendix i

Working Together to Safeguard Children (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children_.pdf

What to do if you are worried a child is being abused (2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Appendix ii

Keeping Children Safe in Education (September 2016)

Key statutory guidance for all schools, colleges and academies in England. It sets out what schools and colleges must do to safeguard and promote the welfare of children and young people under the age of 18.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf

Appendix iii

Multi-Agency Practice Guidelines: Female Genital Mutilation

www.gov.uk/government/uploads/system/uploads/attachment_data/file/288819/Multi-Agency_Practice_Guidelines_-_Female_Genital_Mutilation.pdf

Appendix iv

The Right to Choose: Multi-Agency statutory guidance for dealing with forced marriage

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

Appendix v

Multi-Agency Practice Guidelines: Handling cases of Forced Marriage

www.gov.uk/government/uploads/system/uploads/attachment_data/file/35530/forced-marriage-guidelines09.pdf

Appendix vi

Kent Safeguarding Board

Safeguarding Children Abused through Sexual Exploitation

http://www.kscb.org.uk/_data/assets/pdf_file/0009/32310/Kent-and-Medway-Sexual-Exploitation-procedures.pdf

Appendix vii

Berkshire Local Safeguarding Children's Boards

Guidance for dealing with cases that involve or may involve radicalisation.

This guidance is taken from Berkshire LSCB until full guidance has been issued by Kent Safeguarding Children's Board.

September 2015 - Advice issued by Kent County Council Safeguarding Newsletter echoing the Berkshire guidelines.

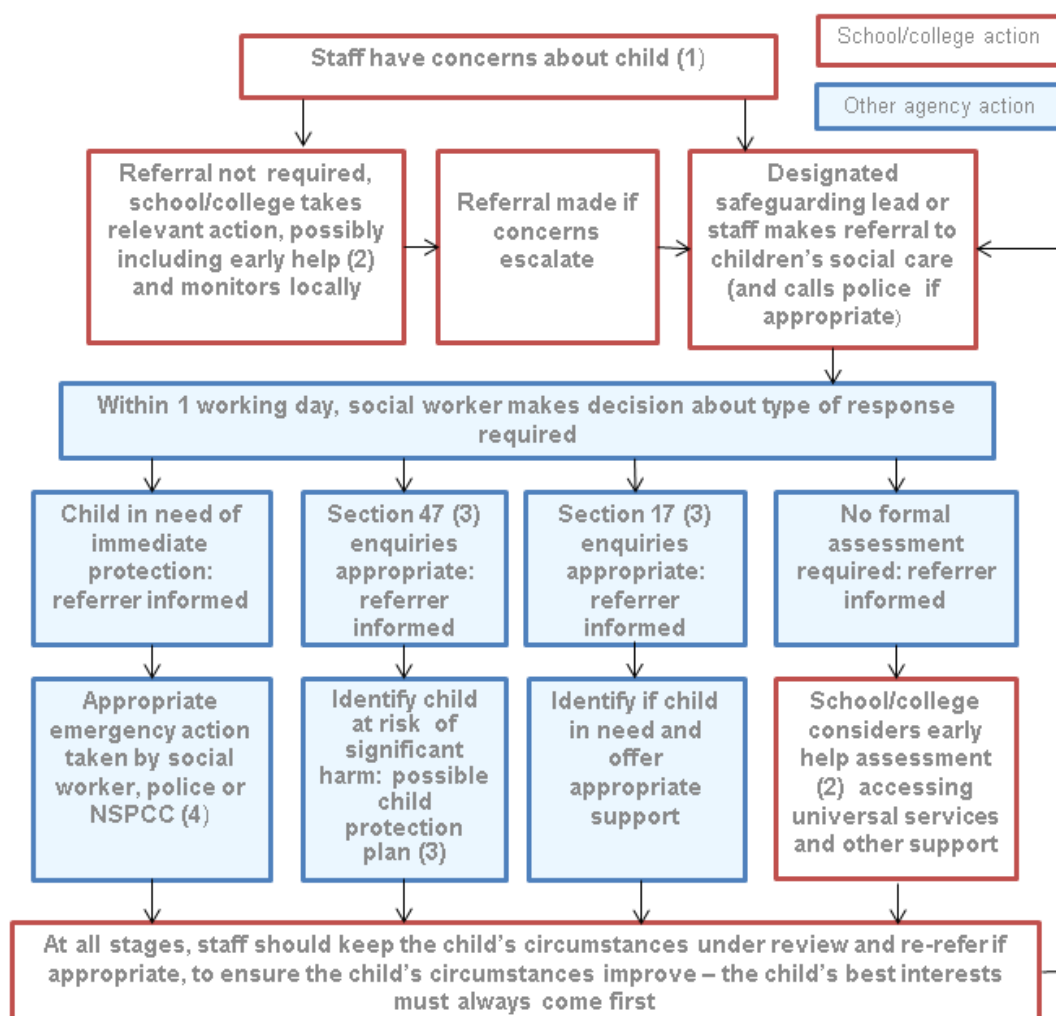
http://berks.proceduresonline.com/chapters/p_supporting_ch.html

<http://www.kelsi.org.uk/news-and-events/news/primary/safeguarding-newsletter-april-2015,-issue-no.-56>

Appendix viii

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Actions where there are concerns about a child



Policy reviewed:

Reviewed by SLT: October 2011

Approved by Governors: November 2011

Reviewed by DSL: September 2012

Approved by Governors: October 2012

Approved by Governors: September 2013

Approved by Governors: November 2013

Reviewed by DSL: March 2014

Approved by Governors: March 2014

Reviewed by DSL: September 2014

Reviewed by Strategic SLT: September 2014

Reviewed by Governors: September 2014

Approved by Governors: July 2015

Approved by Governors: September 2015

Reviewed by SLT: November 2015

Approved by Governors: Pending (Revised policy seen by J. Stevens November 2015)

Reviewed and amended by DSL: May 2015

Reviewed and amended by DSL: September 2016

Staff Guidelines

Reviewed and amended March 2014, DSL

Approved by Governors: March 2014

Reviewed and amended September 2014, DSL

Reviewed and changes agreed September 2014, Strategic SLT

Approved by Governors: September 2014

Reviewed and amended April 2015, DSL

Reviewed and amended September 2015, DSL

Approved by Governors: September 2015

Reviewed and amended May 2015

Reviewed and amended by DSL: September 2016

Academic Year 2016-2017

Member of Staff:

I have read and I understand the school's Child Protection Policy (version number and reviewed date as shown below).

I have also read the DoE guidelines entitled "Keeping Children safe in Education" (part 1) and "What to do if you're worried a child is being abused" (see appendices i and ii)

I understand and agree to abide by and enforce the rules set out within the school's Child Protection Policy.

Signed:

Print Name:

Date: