

BORDEN GRAMMAR SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

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Revised by	MB (using the 2020 KCC guidance)
Date Ratified by Trustees (Pastoral & Curriculum Committee)	22 September 2020
Frequency of Review	Annually
Next Review Date	September 2021
Designated Safeguarding Lead	Michelle Brooker (Richard Artingstoll and Chris Brinn are also DSL trained)
Lead Trustee with responsibility for Safeguarding and Child Protection	Yvonne Herbert

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

SAFEGUARDING AND CHILD PROTECTION Policy

BORDEN GRAMMAR SCHOOL

Key contact personnel in School

Designated Safeguarding Lead(s): Michelle Brooker,
Assistant Headteacher KS4

Deputy DSLs: Richard Artingstoll, Assistant
Headteacher, Chris Brinn, Assistant Headteacher

Named Safeguarding Trustee: Yvonne Herbert,
supported by Chris Easton

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

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What to do if you have a welfare concern in Borden Grammar School

Why are you concerned?

- For example
 - Something a child has said – e.g. allegation of harm
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Act Immediately and record your concerns – If urgent speak to a DSL first

- Follow the school procedure (complete safeguarding incident form)
 - Reassure the child
 - Clarify concerns if necessary (TED: Tell, Explain, Describe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead Michelle Brooker, Assistant Headteacher or Deputy Leads Chris Brinn, Richard Artingstoll

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. LADO, Police or Request for Support
If unsure then consult with Area Education Safeguarding Adviser Julie Maguire 03000 418503 or Local Authority Social Worker at Integrated Front Door

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- Follow school complaints procedures
confidential@bordengrammar.kent.sch.uk

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

Monitor

Be clear about:

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

Review and request further support (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will re-refer if required to ensure the **child's safety is paramount**

1. Introduction and ethos

- Borden Grammar School is a community and all those directly connected (staff, trustees, parents, families and pupils) have an essential role to play in making it safe and secure. Borden Grammar School recognise our statutory responsibility to safeguard and promote the welfare of all children.
- Borden Grammar School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly.

Our school core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
 - It is our whole school responsibility to safeguard and promote the welfare of children.
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All children have a right to be heard and to have their wishes and feelings taken into account.
 - All our staff understand safe professional practice and adhere to our safeguarding policies.
- There are four main elements to our safeguarding policy
 - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
 - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
 - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
 - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
 - The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and Trustees and are consistent with those of Kent Safeguarding Children Multi-agency Partnership (KSCMP).

2. Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education 2020 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' (2019)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Safeguarding Children Procedures (Online)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

- The way Borden Grammar School is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.
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3. Definition of safeguarding

- In line with KCSIE 2020, 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 mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- “Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education.” (Inspecting safeguarding in early years, education and skills, Ofsted 2019).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Trustees which have responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Trustees. The Trustees will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- The school acknowledges that this policy recognises a range of safeguarding issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (County Lines)
 - Contextual Safeguarding (Risks outside the family home)
 - County Lines
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls

- o Hate
- o Homelessness
- o Honour based abuse
- o Human trafficking and modern slavery
- o Mental health
- o Missing children and adults
- o Online safety
- o Peer on peer abuse
- o Preventing radicalisation and extremism
- o Private fostering
- o Relationship abuse
- o Serious Violence
- o Sexual Violence and Sexual Harassment
- o Upskirting
- o Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping Children Safe in Education’ 2020)

- Every member of staff at Borden Grammar School recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

4. Related safeguarding policies

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below.
 - o Behaviour Management, linked to the Use of Physical Intervention
 - o Searching, Screening and Confiscation
 - o E- Safety and Social Media
 - o Anti-Bullying
 - o Data Protection and Information Sharing
 - o Image Use
 - o Drug education and incidences
 - o Sex and Relationships
 - o Supporting Students with Medical Conditions
 - o Health and Safety including plans for school reopening
 - o Attendance (Children Missing Education)
 - o Risk Assessments (e.g. school trips, use of technology, school re-opening)
 - o First aid and accidents
 - o First Aid and Sharps
 - o Fairness at Work
 - o Code of Conduct for Staff (including Acceptable Use of Technology)
 - o Safer Recruitment
 - o Whistleblowing

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

- o Teachers Standards 2012
- o “Safeguarding Disabled Children – Practice Guidance” - DOH, 2009

- “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - Safer Recruitment Consortium, October 2015
- “What to do if you are worried a child is being abused” – DfE, March 2015
- KSCMP document: “Safe Practice with Technology – Guidance for Adults who Work with Children and Young People”
- KCC Safeguarding Children and Child Protection – “Induction Leaflet Guidelines for School Staff”
- KCC Guidelines for “Safeguarding Record Keeping in Schools”
- KCC Advice notes - “Dealing with Disclosures in School”
- Early Years Foundation Stage 2017 Welfare Requirements

5. Policy Compliance, Monitoring and Review

Borden Grammar School will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.

- The school will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- The policy forms part of our Borden Grammar’s development plan and will be reviewed annually by the Full Board of Trustees which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and Headteacher will ensure regular reporting on safeguarding activity and systems to the Board of Trustees. The Trustees will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

These documents can be found on Moodle staff area, section 7, Child Protection and Safeguarding Information

6. Key responsibilities

- The Trustees will have read and will follow KCSIE 2020.
- The school has a nominated trustee for safeguarding. The nominated trustee will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The Trustees, Headteacher and Leadership Team will ensure that the DSL is properly supported in their role.

6.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team Michelle Brooker as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The school has appointed additional staff to deputise for the DSL, Richard Artingstoll and Chris Brinn are Deputy DSLs. Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The Headteacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children:
 - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
 - Liaise with other agencies and professionals in line with KCSiE 2020 and WTSC 2018
 - Ensure that locally established procedures are followed as necessary
 - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the school's role in any multi-agency plan for a child.
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
 - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and [school/college](#) leadership staff.
 - Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSiE (2020)

6.2 Members of staff

- **All members of staff have a responsibility to:**
 - Provide a safe environment in which children can learn.
 - Be prepared to identify children who may benefit from early help.
 - Understand the early help process and their role in it.
 - Understand the schools' safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.

- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - Know what to do if a child tells them that he or she is being abused or neglected understand the impact abuse and neglect can have upon a child.
 - Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - Know how to maintain an appropriate level of confidentiality.
 - Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- All members of staff in Borden Grammar School know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 4 for advice for staff on responding to safeguarding concerns.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead or Deputy.

ETHOS

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

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

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

Borden Grammar School will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right

- ensuring all steps are taken to maintain site security and student's physical safety
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- developing effective and supportive liaison with other agencies

6.3 Children and young people

- **Children and young people (pupils) have a right to:**
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Contribute to the development of school safeguarding policies
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online

6.4 Parents and Carers

- **Parents/carers have a responsibility to:**
 - Understand and adhere the relevant school/policies and procedures.
 - Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.

- Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website <http://website.bordengrammar.kent.sch.uk>

7. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2019 and 'What to do if you are worried a child is being abused' 2015.

- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

8. Staff induction, awareness and training

- All members of staff have been provided with a copy of part one of the "*Keeping Children Safe in Education*" (2020) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Part 1 within Keeping Children Safe in Education 2020. Members of staff have signed to confirm that they have read and understood Part One. This information is kept on the single central record.
- The DSL will ensure that all new staff and volunteers (including temporary staff) receive child protection training to ensure they are aware of the school's internal safeguarding processes as part of their induction.
- All staff members (including temporary staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy.
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies
- The DSL and Head Teacher will provide an annual report to the Trustees detailing safeguarding training undertaken by all staff and will maintain up-to-date register of who has been trained.

- Although the school has a nominated lead for the Trustees (YH), all members of the Trustees will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

9. Safer working practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Staff should be aware of the school's Behaviour Management and Use of Reasonable Force Policies, and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

10. Staff supervision and support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff will be supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 5.

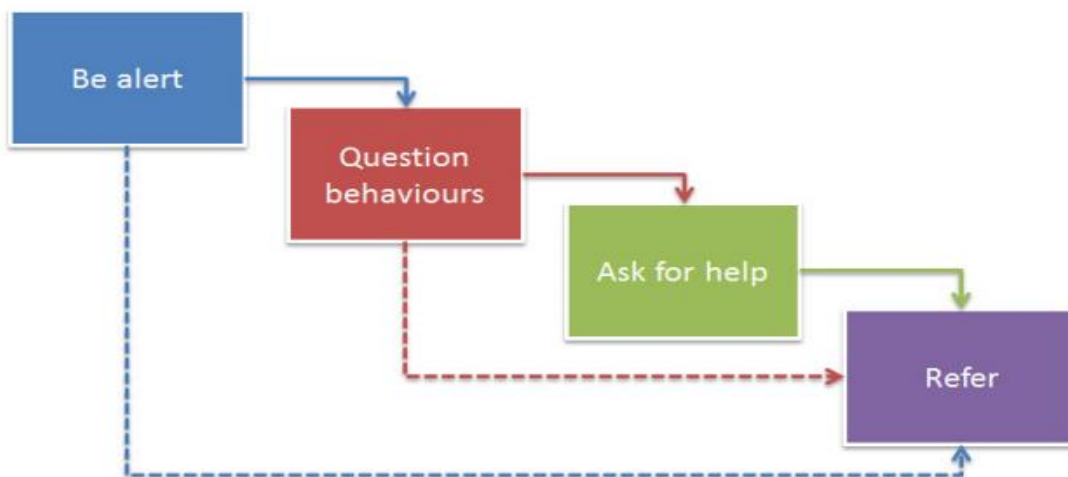
11. Safer recruitment

- Borden Grammar School is committed to ensure that it develops a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- Borden Grammar School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS):
- The Trustees and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

- Borden Grammar School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Trustees will ensure that there is at least one person, who conducts an interview, has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

12. Child Protection Procedures

- Borden Grammar School adheres to the Kent Safeguarding Children Multi-agency Partnership (KSCMP) procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website kscmp@kent.gov.uk
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children’s Social Work Services and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- Borden Grammar School is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- Borden Grammar School recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.

- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- The DSL may seek advice or guidance from Area Education Safeguarding Advisor before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
 - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All members of staff are aware of the process for making referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

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

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL's. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements

(escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Service.

13. Record keeping

- Staff will record any welfare concerns that they have about a child on the school's safeguarding incident/concern form (appendix 6) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL as this needs to take priority.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Incident/concern forms are kept in the school office and the DSL's office (and appendix 6).
- Safeguarding records are kept for individual children and separate from all other records relating to the child in school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
- The Headteacher will be kept informed of any significant issues by the DSL.

14. Multi-Agency Working

- Borden Grammar School recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work with other professionals and agencies in line with statutory guidance (WTSC 2018).
- Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Borden Grammar School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings. This includes contributing to KSCMP processes as required.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

15. Confidentiality and information sharing

- Borden Grammar School recognises that all matters relating to child
- protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep any information confidential they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- DfE Guidance on Information Sharing (July 2018) provides further detail. These documents can be found on Moodle, staff area, section 7, Child Protection and Safeguarding Information.
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.
- Borden Grammar School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulation (GDPR) to ensure that our school is complaint with all matters relating to confidentiality and information sharing requirements. The School's DPO is Lara Bateman.
- The Data Protection Act 2018 and GDPR do not prevent 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 safeguard and promote the welfare and protect the safety of children (KCSIE 2020).

16. Complaints

- The school has a **Complaints Procedure** available to parents, pupils and members of staff who wish to report concerns. This can be found at, <http://website.bordengrammar.kent.sch.uk/>
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Whistleblowing Policy**. This can be found on Moodle, staff area, section School Policies.

17. Allegations against members of staff and volunteers

Borden Grammar School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher or Deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported directly to the Chair of Trustees or the LADO in the first instance.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
-
- All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff

can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

- Borden Grammar school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.
- For specific guidance on how to respond to allegations against staff, please refer to the **Whistleblowing Policy**. This can be found on Moodle, staff area, section School Policies.

When in doubt – consult

18. Peer on Peer Abuse

- Borden Grammar School recognises that children are capable of abusing their peers. The school believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. Staff and leadership are to be mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Borden Grammar School believes that abuse is abuse and it will never be tolerated.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- 'Sexting' (Youth Produced Sexual Images) will not be tolerated. Borden Grammar School recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- The school will respond to cases of 'sexting' in line with UKCIS "Sexting in Schools and Colleges" guidance and in line with Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.
- When responding to concerns relating to child on child sexual violence or harassment, [school/college](#) will follow guidance outlined in part five of KCSIE 2020 and '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)'.
- Borden Grammar School is aware of and will follow the KSCMP procedures (kscmp@kent.gov.uk) for supporting children who are at risk of harm as a result of their own behaviour.

19. Gangs, County Lines, Serious Violence, Crime and Exploitation

- Borden Grammar School recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education
- Change in friendships/relationships with others/groups.
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Significant decline in performance.
- Signs of self-harm/significant change in wellbeing.
- Signs of assault/unexplained injuries.

20. Safeguarding children with special educational needs and disabilities

- Borden Grammar School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
- Borden Grammar School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

21. Mental Health

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

22. Curriculum and staying safe

- Borden Grammar School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.
- Borden Grammar School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal development lessons.
- Specific systems outside of expected day to day classroom interaction and support may include:
 - Behaviour Policy; which seeks to support children in managing their own behaviour, ensuring their welfare and the welfare of others in the school.
 - Think U Know, Childnet, Digital Literacy Scheme of work etc.
 - Kent Safe Schools initiative, including anti-bullying accreditation
 - The development of peer mentoring, including support from older pupils for children as they join the school in Year 7.
 - Anti-Bullying Strategies, which address the needs of those who are bullied, but also endeavour to help those who bully to understand their own behaviour.
 - The training of Anti-bullying ambassadors in every year group, and the establishment of a student-led anti bullying council
 - Care Plans/Education Plans for children with specific educational, behavioural or other needs.
 - Online safety Policy which aims to help pupils be proactive in keeping themselves safe.
 - Online safety sessions led by schools staff and an outside agencies
 - Student Council
 - Anti-bullying box
 - Peer-mentoring systems
 - Anti-Bullying policy

23. Online safety

- It is recognised by Borden Grammar School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. Borden will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
- The DSL has overall responsibility for online safeguarding within the school.
- Borden Grammar School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful material
 - **contact:** being subjected to harmful online interaction with other users
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- The DSL and leadership team have read Annex C regarding Online Safety within 'Keeping Children Safe in Education' 2020.
- Borden Grammar School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 and has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools **E- Safety Policy**, **Acceptable Use Policy** and **Image Use Policy** which can be found on Moodle in the staff policy area.
- Borden Grammar School will ensure that appropriate filtering and monitoring systems (Web Safety) are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.
- Borden Grammar School acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- Borden Grammar School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.
- Detailed information about the schools response to online safety can be found in the school's **E-Safety policy** which can be found Moodle staff area, section School Policies, E-Safety Policy.

Where children are asked to learn online at home in response to a full or partial closure:

- Borden Grammar School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom or equivalent.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy, staff code of conduct and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Borden Grammar School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

24. The use of school premises by other organisations

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and Trustees will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not received then an application to use premises will be refused.

25. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

26. Local Support

- All members of staff in Borden Grammar school are made aware of local support available:
 - **Robin Brivio , East Kent Area Safeguarding Adviser (Education Safeguarding Team)** 03000 418437, 07740 183798
robin.brivio@theeducationpeople.org

www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts

- **Contact details for Online Safety in the Education Safeguarding Team**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection) 03000 415797
 - Ashley Assiter, e-Safety Development Officer 03000 422148
 - esafetyofficer@kent.gov.uk (non-urgent issues only)
- **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
- **Childrens Social Work Services**
 - Front Door: 03000 411111
 - Out of Hours Number: 03000 419191
- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
 - Ian Henderson, Youth Engagement Officer-Swale 01795 419392, 07929 360293 ian.henderson@kent.pnn.police.uk
- **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
kscmp@kent.gov.uk
03000 421126
- **Swale Early Help**
James Morgan, Adolescent Risk Early Help Unit in Swale
03000 416 669 and 07740 183 784 james.morgan@kent.gov.uk

Appendix 1: Responsibilities of the Trustees and the Headteacher

The Trustees have the responsibility to ensure:

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved Kent Safeguarding Children Multi-agency Partnership (KSCMP) training in inter-agency working, in addition to basic child protection training
- The school has an up-to-date child protection policy which is consistent with Kent Safeguarding Children Multi-agency Partnership (KSCMP) requirements, reviewed annually and made available to parents via the school's website
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place
- There is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff, receive safeguarding training
- That all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.
- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that over blocking does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- That the Trustees nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher. Any weaknesses or areas of concern will be rectified without delay.
- That children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher has the responsibility to ensure:

- That the child protection policy and procedures are implemented and followed by all staff
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings
- That all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- That child's safety and welfare is addressed through the curriculum

Appendix 2: Categories of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2019 and staff who have direct contact with pupils should also read annex A.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.

- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 3: Specific Safeguarding Issues

(Also see Annex A of Keeping Children Safe in Education 2020)

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Serious violence

All staff should be aware of 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 friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children Missing Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect,

which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures.

Children with family members in prison

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

Child Sexual Exploitation (CSE)

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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

Child criminal exploitation: county lines

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

National Crime Agency <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse.

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: <https://www.gov.uk/housing-local-and-community/homelessness-rough-sleeping>

So-called 'Honour based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

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

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

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>).

All members of staff will follow the school and procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. (Kent Safeguarding Children Multi-agency Partnership) (KSCMP)

Female Genital Mutilation (FGM) mandatory reporting duty

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

Forced Marriage

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

The Forced Marriage Unit has published statutory guidance and [Multi-agency guidelines](#), with pages 35-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk

Preventing radicalisation

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 regard to the need to prevent people from being drawn into terrorism".¹⁰⁴ This duty is known as the **Prevent duty**.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and 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.

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school's or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. Borden Grammar School recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Borden Grammar School will ensure all members of staff complete an approved training package every two years which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could be the Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>.

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

Additional information about responding to online radicalisation and extremism can be found in the schools online e-safety policy.

Peer on Peer Abuse

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

Sexual Violence and Sexual Harassment between Children in Schools and Colleges

Context

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, in all likelihood, 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 and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making 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 behaviours risks normalising them.

What is Sexual Violence and Sexual Harassment?

Sexual Violence

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

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

What is Consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be

withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

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

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

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

Upskirting

Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The Response to a Report of Sexual Violence or Sexual Harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the schools' referral process. 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).

Appendix 4: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

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

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she...?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

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

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- Kent Safeguarding Children Multi-agency Partnership (KSCMP) kscmp@kent.gov.uk
Are available for advice and guidance

6. Relax

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

Appendix 5: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentsinfo.org

- Internet Matters: www.internetmater.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

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

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Appendix 6

Borden Grammar School



SAFEGUARDING INCIDENT / CONCERN FORM

Pupil/Child name		Date of birth and Year Group/Class	
Name and position of person completing form (please print)			
Date of incident /concern: (DD MM YY)			
Incident / concern (who what where when)*			
Any other relevant information (witnesses, immediate action taken)*			
Signature: (name of member of staff)		Date form completed (DD MM YY):	
Role:			
Action taken (including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL)			
Signature of DSL		Date (DD MM YY)	
Signature of Lead DSL (if appropriate)		Date (DD MM YY)	

*Continue on a separate sheet if necessary.