



**THE NORTON  
KNATCHBULL**  
SCHOOL

# **Child Protection Policy**

Reviewed by	J. Gowen, DHT
Reviewed by the Education Committee	13 <sup>th</sup> September 2022
Approved by the Full Governing Body	3 <sup>rd</sup> October 2022
Date of Review	September 2023

## CHILD PROTECTION AND SAFEGUARDING POLICY

### KEY EXTERNAL CONTACT DETAILS

<b>Local Authority Designated Officer</b>	Claire Ledger TEL: 03000 418707 / 07917 602 413 EMAIL: <a href="mailto:claire.ledger@theeducationpeople.org">claire.ledger@theeducationpeople.org</a>
<b>Local Authority Children's Social Services</b>	TEL: 0300041 11 11 EMAIL: <a href="mailto:central.duty@kent.gov.uk">central.duty@kent.gov.uk</a> OUT OF HOURS EMERGENCY DUTY TEAM TEL: 0300041 91 91
<b>Multi-Agency Safeguarding Hub</b>	TEL: 03000411111 EMAIL: <a href="mailto:central.duty@kent.gov.uk">central.duty@kent.gov.uk</a>
<b>Support and Advice about Extremism</b>	<p><b>Police</b> Prevent Team TEL: 0800 789 321 EMERGENCY: 999 NON-EMERGENCY NUMBER: 101 EMAIL: <a href="mailto:central.duty@kent.gov.uk">central.duty@kent.gov.uk</a></p> <p><b>Local Authority</b> Prevent Team TEL: 03000414141 EMAIL: <a href="mailto:central.duty@kent.gov.uk">central.duty@kent.gov.uk</a></p> <p><b>Department for Education</b> NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: <a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a></p>
<b>NSPCC's what you can do to report abuse dedicated helpline</b>	TEL: 0808 800 5000 EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Disclosure and Barring Service</b>	<p><b>Disclosure Service</b> ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom TEL: 03000 200 190 EMAIL: <a href="mailto:customerservices@db.gov.uk">customerservices@db.gov.uk</a></p> <p><b>Barring Service</b> ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom <b>TEL:</b> 03000 200 190</p>
<b>Teaching Regulation Agency</b>	TEL: 0207 593 5393 EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>OFSTED (Concerns)</b>	TEL: 0300 123 4666 EMAIL: <a href="mailto:CIE@ofsted.gov.uk">CIE@ofsted.gov.uk</a>

**KEY SCHOOL CONTACT DETAILS**

<b>Governing Body (FGB)</b>	<p><b>Co-Chair of FGB</b> Jane Burnett TEL: <a href="tel:01233620045">01233 620045</a> EMAIL: <a href="mailto:jburnett@nks.kent.sch.uk">jburnett@nks.kent.sch.uk</a></p> <p><b>Co-Chair of FGB &amp; Nominated Safeguarding Governor</b> Andrew Judd TEL: <a href="tel:01233620045">01233 620045</a> EMAIL: <a href="mailto:ajudd@nks.kent.sch.uk">ajudd@nks.kent.sch.uk</a></p> <p><b>Nominated E-Safety Governor</b> Andrew Judd TEL: <a href="tel:01233620045">01233 620045</a> EMAIL: <a href="mailto:ajudd@nks.kent.sch.uk">ajudd@nks.kent.sch.uk</a></p>
<b>Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads (DDSLs)</b>	<p><b>Main DSL for the School</b> <b>Jo Gowen</b> TEL: 01233 620045 EMAIL: <a href="mailto:jgowen@nks.kent.sch.uk">jgowen@nks.kent.sch.uk</a></p> <p><b>Deputy DSL</b> <b>R. Hoyte</b> TEL: 01233 620045 EMAIL: <a href="mailto:rhoyte@nks.kent.sch.uk">rhoyte@nks.kent.sch.uk</a></p> <p><b>Deputy DSL</b> <b>Tom Sparrow</b> TEL: 01233 620045 EMAIL: <a href="mailto:tsparrow@nks.kent.sch.uk">tsparrow@nks.kent.sch.uk</a></p> <p><b>Deputy DSL</b> <b>Paul Uttin</b> TEL: 01233 620045 EMAIL: <a href="mailto:puttin@nks.kent.sch.uk">puttin@nks.kent.sch.uk</a></p> <p><b>Designated E-Safety Lead</b> <b>Jo Gowen</b> TEL: 01233 620045 EMAIL: <a href="mailto:jgowen@nks.kent.sch.uk">jgowen@nks.kent.sch.uk</a></p>
<b>Designated Teachers for Looked After Children</b>	<p>R. Hoyte TEL: <a href="tel:01233620045">01233 620045</a> EMAIL: <a href="mailto:rhoyte@nks.kent.sch.uk">rhoyte@nks.kent.sch.uk</a></p>
<b>Head/Principal</b>	<p>Ben Greene TEL: 012330620045 EMAIL: <a href="mailto:bgreene@nks.kent.sch.uk">bgreene@nks.kent.sch.uk</a></p>

## **1 Rationale**

This policy has regard to the following guidance and advice, as amended from time to time (and any supplemental guidance/advice referred to therein):

- Keeping Children Safe in Education (September 2022) ('KCSIE')
- Disqualification under the Childcare Act 2006 (August 2018)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020
- Mental Health and Behaviour in Schools (November 2018)
- Preventing and Tackling Bullying (July 2017)
- Working Together to Safeguard Children (July 2018)
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Revised Prevent Duty Guidance: for England and Wales (April 2021)
- Protecting children from radicalisation: the prevent duty - Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism (updated August 2015)
- Relationships education, relationships and sex education (RSE) and health education (updated September 2021)
- Statutory Framework for the Early Years Foundation Stage ( updated September 2021)
- Equality Act (2010) – Including Public Sector Equality Duty
- The Human Rights Act (1998)

The Governing Body and staff of The Norton Knatchbull School recognise that all children have the right to be safe and to be treated with respect and dignity. Our policy applies to all staff and volunteers working at the school. We will follow the procedures set out by the Kent Education Safeguarding Service and take account of guidance issued by the Department for Education.

The **Designated Safeguarding Lead (DSL)** who has overall responsibility for child protection practice in school is **Dr Jo Gowen**. In the event of Dr Gowen not being available (e.g. out of school on INSET or at an off-site meeting), Mr R. Hoyte (Assistant Headteacher), Mr Tom Sparrow (Assistant Headteacher); Mr Paul Uttin (Inclusion Manager), or Mr Ben Greene (Headteacher), will cover child protection duties. The named governor for 'Safeguarding' is Mr Andrew Judd.

## **2. Purpose**

As part of the ethos of the school this policy reflects how we are committed to:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Ensure all staff and volunteers understand that if they do suspect a case, or cases, or abuse that they must report it to the DSL.
- Investigate thoroughly if there were an allegation made against a member of staff or volunteer
- Establishing a safe environment in which children can learn and develop

- Establish and maintain an environment where children feel secure and are encouraged to talk, and are listened to
- Ensure children know that there are adults at The Norton Knatchbull School who they can approach if they are worried
- Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Further detail of this can be found in the [Personal Development Curriculum Map](#)
- 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 'in need' including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies

### 3. **Implementation**

#### *Roles and Responsibilities*

##### **a) School**

The school is responsible for ensuring that all action taken is in line with [Kent Support Levels Guidance](#)

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

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

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

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

##### **b) Designated Safeguarding Lead (DSL)**

The DSL is responsible for:

- Co-ordinating child protection action within school
- Liaising with other agencies
- Ensuring that locally established procedures are followed including reporting and referral processes
- Acting as a consultant for staff to discuss concerns
- Making referrals as necessary

- Maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at inter-agency meetings in particular Child Protection Conferences
- Managing and monitoring the school's part in Child care/protection plans
- Ensuring staff including him/herself receive training in the area of child protection
- Liaising with other professionals

### **c) All Staff of The Norton Knatchbull School**

It is the responsibility of all staff working at the Norton Knatchbull School to:

- know how to recognise concerns about students and refer them to the DSL
- keep up to date with safeguarding knowledge and training as directed by the DSL.

Training to support this, will be provided at new staff Induction.

### Procedures

**RECOGNISE > RESPOND > RECORD > REFER**

#### **a) Recognising the categories of abuse and other risk factors:**

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

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The signs and symptoms of abuse are listed in Appendix A, (taken from 'Child Protection Guidelines for School Staff').

The following documents are available in the resources/local policies section of the school's online safeguarding system, MyConcern, and are mandatory reading for all staff, alongside this policy:

- Keeping Children Safe in Education, September 2022
- NKS Child Protection Policy 2022 (this document).

**Child-on-child** abuse is recognised as a significant concern and this can take many forms; including (but not limited to) bullying, cyber bullying, sexual violence and sexual harassment, physical abuse and sexting. The different forms peer on peer abuse can take, are outlined in the school's Anti-bullying policy. Through this policy, our Respect Charter and the Behaviour policy, we make it clear that abuse should never be tolerated or passed off as "banter" or "part of growing up". The Anti-bullying policy also puts in place strategies to ensure that all victims of Child-on- child abuse are supported.

## **Online Safety**

In addition to the four categories of abuse, new technology has presented new risks. The internet and related technologies have created new opportunities for creativity and communication. However, with this have come new concerns about sexual grooming of children, cyber bullying and access to inappropriate material. School staff should be aware of the NKS 'Acceptable ICT Use and E-learning Policy' which outlines general guidance for staff and also shows how students are educated regarding Online Safety. All staff will receive annual Online Safety training. Students receive guidance on Online safety in assemblies and through the curriculum, particularly in the Computing Department.

Staff should have an understanding of '**Sexting**' – which is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. (UKCCIS, 2016) and should be guided by the document, 'Sexting – How to respond to an incident'. (available on MyConcern).

**School staff should be vigilant regarding Online-safety.**

## **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. (See Appendix C for further details). Sixth form tutors and pastoral staff are asked to complete the online training unit on FGM created by the Home Office

(<https://www.fgmelearning.co.uk/>). **School staff should be vigilant regarding FGM.**

## **Radicalisation and Extremism**

NKS recognises that as part of our safeguarding duties, we have a responsibility to prevent young people from being drawn into radicalisation and terrorism. The Government strategy relating to this is referred to as the '**Prevent Duty**'. To ensure that all staff have a basic understanding of the issues, and know what to do if they are worried about someone, all members of staff complete an e-learning module created by the Home Office. (<https://www.elearning.prevent.homeoffice.gov.uk/home>)

A document called 'Extremism and Radicalisation - A guide for Parents' has been placed in the parents' section of the school website.

**School staff should be vigilant regarding Radicalisation and Extremism.**

## **Child Sexual Exploitation (CSE)**

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and protection. This group may include children who have been sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking.

(Kent Safeguarding Children Board - Safeguarding Children at risk of Sexual Exploitation, August 2015).

If staff suspect that any student may be a victim of CSE, they must be referred to the DSL who will then assess the risk using the [Kent and Medway Safeguarding Children at risk of Sexual Exploitation RISK ASSESSMENT TOOLKIT](#)

### **Safeguarding children with special educational needs and disabilities (SEND)**

Adults who work with children and young people with SEND should be aware of the additional needs children may have, that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.

- A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.
- Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Further information on safeguarding children with SEND is available from the [NSPCC](#)

### **Safeguarding children who are in care, or have previously been in care.**

Adults who work with children who are in care, or have previously been in care, should be aware that they are more vulnerable. They are:

- at greater risk of being bullied or abused by peers;
- more likely to be the target of sexual exploitation;
- significantly more likely to run away from home;
- at greater risk of misusing substances due to early life experiences;
- more likely to suffer social, emotional and mental health difficulties due to trauma;
- at a higher risk of having some form of developmental delay;
- potentially going to have issues with their identity;
- more likely to have special educational needs or disabilities.

## **Missing Children**

### **CME**

A separate procedure exists for Children Missing in Education.

The Department for Education (DfE) defines a child missing education as a child who is not on a school roll and has been out of education for more than 4 school weeks or 20 school days. The term Children Missing from Education (CME) therefore refers to all children of compulsory school age who are neither registered at a school nor educated otherwise (i.e. home educated or privately educated.)



A student who is identified to be CME in that they have not been in school for 20 days and repeated persistent attempts to contact them and their family have failed, will be reported to PIAS as CME.

The safety of the student will be considered carefully and a referral to through the front door or to the Police may be appropriate much earlier than the 20-day deadline for CME cases if staff in consultation with the DSL deem the student to be vulnerable or have other safeguarding concerns.

### **Children who go missing during a school day**

This refers to pupils who register at school in the morning and then go missing during the school day without a satisfactory explanation.

This is a different procedure to where a student has failed a register when this will be picked up via the formal attendance procedures outlined in the attendance policy.

### **Missing Definition:**

When a pupil's whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

A pupil missing during school's hours incident would be prioritised as significant risk' where:

- The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability.

Vulnerability characteristics may include;

Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan)  
A disability and/or special educational needs  
Substance misuse  
Education health care plan

- The risk posed is immediate and there are substantial grounds for believing that the public is in danger.
- There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.)

Other contributory factors should be taken into consideration when determining if the pupil is at significant risk, for example;

- Have there been past concerns about this child and family which together with the sudden disappearance are worrying?
- Is there any known history of drug or alcohol dependency within the family?
- Is there any known history of domestic violence?
- Is there concern about the parent/carer's ability to protect the child from harm?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?

- Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?
- Was the child noted to be depressed prior to the child's unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

**Procedure:**

Lesson registers should be taken in the first 10 mins of a lesson. If a student is absent when Arbor indicates through the information on the right-hand side of the screen that they have been in school until this point, then the member of staff is required to alert SLT, the Head of Year and the Year group SSM to this absence.

SLT will ensure that the student is searched for and located. If this does not happen, then SLT will formally identify the student as missing and the Designated Safeguarding Lead will be informed.

Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police. Timeliness should be on a case-by-case basis.

The Designated Safeguarding Lead should, together with the year team, assess the child's vulnerability.

School staff will continue to try to locate the pupil and try to establish the whereabouts of them. School staff will contact home and try to contact the pupil via their mobile telephone if known.

## Notifying the Police

The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:

- The pupils name/s; date of birth; status (for example looked after child); responsible authority;
- Where and when they went missing;
- Previous missing episodes and where they went;
- Who, if anyone, they went missing with;
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- Description and recent photo;
- Medical history, if relevant;
- Time and location last seen;
- Circumstances or events around going missing with relevant safeguarding information;
- Details of family, friends and associates;
- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

Option 1 – if the child returns before the police have arrived then the Police must be informed and own school procedures need to be followed.

Option 2 - if the child returns to school of their own volition, then the Police must be informed and own school procedures need to be followed. The child will have an interview with a trusted adult (HoY or SSM) in order to discover the reasons for the absence and whether additional safeguarding measure should be taken.

Option 3 - if the police locate the child and bring them back to the school the Police will conduct the safe and well interview and the school will follow School procedure as above.

Where a pupil has a known risk of being missing, a risk assessment for the pupil will be written and put in to place and recorded on 'myconcern' to reduce the risk future occurrence.

### **b) Responding to concerns:**

Concerns for a child or young person may come to the attention of staff in a variety of ways; for example through observation of behaviour or injuries or disclosure.

**Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible.**

More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

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

- Allow the child or young person to make the disclosure at their own pace and in their own way

- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Do not promise confidentiality. Explain to the child, that if they are at risk of harm, the member of staff is duty bound to share the concern with the DSL
- Record the conversation as soon as possible
- Inform the DSL
- Refer the concern using the online referral system - MyConcern. (All school staff must register an account on the MyConcern system).

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk.

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

### **c) Record keeping:**

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

### **Information to be recorded on MyConcern**

- Child's name (MyConcern draws this through from Arbor)
- The incident(s) which gives rise for concern
- Date(s) and time(s)
- A record of what the child or young person has said
- If recording bruising/injuries indicate position, colour, size, shape and time on body map
- Action taken
  
- All hand-written notes should be kept, even if they are subsequently typed up in a more formal report

**These basic details are vital to the information gathering process and do not constitute an investigation.** The Head Teacher should always be kept informed of any significant issues.

### **Storage of records:**

The majority of new information will be stored electronically on MyConcern. The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. This includes historic files transferred from a student's previous school. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

#### **d) Referrals to Early Help and Social Services:**

It is the responsibility of the DSL to decide when to make a referral to Early Help or Social Services. To help with this decision s/he may choose to consult with the Education Safeguarding Service. Advice may also be sought from Social Services who offer opportunities for consultation as part of the Child in need / child protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Social Services is made. **In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.**

Referrals to Social Services and Early Help will be made using Kent's 'Request for Support' form via the online '[Front Door](#)'. In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and uploaded.

If a child or young person is referred, the DSL will ensure that the Headteacher and other relevant staff are informed of this.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services. The Headteacher should be informed of this decision.

#### **e) Integrated Children's Register (ICS) and Child Protection Plans (Previously The Child Protection Register):**

The DSL will inform members of staff who have direct pastoral responsibility for children and young people who have a Child Protection Plan. These children and young people must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DSL or the Headteacher in the DSL's absence.

#### **f) Concerns involving members of staff:**

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

Further details regarding the procedure for managing situations involving members of staff, the Head Teacher or the DSL can be found in the [Allegations of Abuse Against Staff in Schools](#) document on the school website.

Relationships of a personal, and possibly intimate, nature between a member of staff and student are considered inappropriate and unacceptable. In all known cases parents of the student and the LA will be notified. Such misconduct may result in dismissal.

Employees should also be aware that the Sexual Offences (amendment) Act 2000 now makes it an offence for those in a position of trust to have a sexual relationship with a young person between the ages of 16 and 18 years who is currently being cared for or educated by the individual.

**What is whistleblowing?** - Whistleblowing is the disclosure of information that relates to suspected wrongdoing or dangers at work. The School is committed to conducting its business with honesty and integrity, and expects all staff to maintain high standards in accordance with their contractual obligations and the School's policies and procedures from time to time in force. However, all organisations face the risk of things going wrong from time to time, or of unknowingly harbouring illegal or unethical conduct. A culture of openness and accountability is essential in order to prevent such situations occurring or to address them when they do occur. It is the aim of the School's [Whistleblowing Policy](#):

- To encourage staff to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated as appropriate, and that their confidentiality will be respected;
- To provide staff with guidance as to how to raise those concerns;
- To reassure staff that they should be able to raise genuine concerns without fear of reprisals, even if they turn out to be mistaken.

**All staff needs to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

### **g) Physical intervention**

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Policy and the school's guidance on Physical Contact (Appendix B). Any physical interventions must be in line with agreed policy and procedure.

### **h) Private Meetings**

- Private meetings must be avoided. Where such a meeting is demonstrably unavoidable, then it must take place in an appropriate room with the door left open and/or with visual contact with others maintained. The use of 'Meeting in Progress' signs is inappropriate.
- Under no circumstances should meetings with individual students be arranged off the school premises or on the school premises when the school is not in session, without the prior approval of the Head Teacher or a senior colleague with delegated authority to approve such meetings. This includes the transporting of individual children in private cars.



### **i) Supervision and Support:**

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

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

### **4. Links to other Policies/Documents**

- Anti-bullying Policy
- Dealing with Allegations of Abuse against Teachers and Other Staff Policy
- Behaviour Policy
- Health and Safety Policy
- Whistle Blowing Policy
- Acceptable ICT Use and E-learning Policy
- Recruitment and Induction Strategy
- The NKS Respect Charter



## **5. Appendices**

### **Appendix A - Indicators of Abuse**

#### **PHYSICAL ABUSE**

##### **Physical Indicators**

*Unexplained bruises/welts/lacerations/abrasions:*

- on face, lips, mouth
- on torso, back, buttocks, thighs
- in various stages of healing
- clustering forming regular patterns
- reflecting shape of article used, e.g. belt, buckle, electrical flex
- on several different surface areas
- regularly appear after absence, weekend, or holiday
- bite marks or fingernail marks

*Unexplained burns:*

- cigar or cigarette burns especially on soles, buttocks, palms or back
- 'immersion' burns, where hands feet or body have been forcibly immersed in very hot water
- patterns like electrical burner, iron etc.
- rope burns on arms, legs, neck or torso

*Unexplained fractures:*

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

##### **Behavioural Indicators**

- flinching when approached or touched
- reluctance to change clothes for PE lessons
- wary of adult contacts
- difficult to comfort
- apprehension when other children cry
- crying/irritability
- frightened of parents
- afraid to go home
- rebelliousness in adolescence
- reports injury caused by parents
- behavioural extremes- aggressiveness, withdrawal, impulsiveness
- regression to childlike behaviour
- apathy
- depression

- poor peer relationships
- panics in response to pain

## **NEGLECT**

### **Physical Indicators**

- consistent hunger
- poor hygiene
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

### **Behavioural Indicators**

- begging
- stealing food
- constant fatigue, listlessness
- poor relationship with care-giver
- frequent delays in picking child up from playgroup or school

## **SEXUAL ABUSE**

### **Physical Indicators**

- difficulty in walking, sitting down
- stained or bloody underclothing
- pain or itching in genital area
- bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- vaginal discharge
- bed wetting
- excessive crying
- sickness

### **Behavioural Indicators**

- inappropriate sexual behaviour or knowledge for the child's age
- promiscuity
- sudden changes in behaviour
- running away from home
- wary of adults
- feeling different from other children
- unusual avoidance of touch

- reporting of assault
- substance abuse (e.g. glue sniffing)
- emotional withdrawal through lack of trust in adults
- over compliance with requests of others
- frequent complaints of unexplained abdominal pains
- eating problems
- sleep disturbances
- poor peer relationships
- possessing money or 'gifts' that cannot be adequately accounted for
- inappropriate sexually explicit drawings or stories
- enuresis or soiling, especially at the end of school
- frequent non-attendance at school
- avoidance of school medicals

## **EMOTIONAL ABUSE**

### **Physical Indicators**

- failure to thrive
- delays in physical development or progress

### **Behavioural Indicators**

- sucking, biting, rocking
- anti-social, destructive
- sleeping disorders, inhibition of play
- compliant, passive, aggressive, demanding
- inappropriately adult or infant
- impairment of intellectual, emotional, social or behavioural development

## **Appendix B - Guidance on Physical Contact**

### **Physical Contact**

- Any circumstance where physical contact is used increases the vulnerability of the employee. Physical contact is rarely appropriate or acceptable and must be avoided. It may, rarely, be appropriate for a member of staff to use physical restraint or intervention in order to prevent a student causing injury or harm to him/herself or others or damaging property. This must always be the minimum force required and the incident must always be reported.
- Teachers of subjects where physical contact may occasionally be necessary, such as physical education or drama, should endeavour to demonstrate particular techniques by using competent students. Where the teacher uses physical contact, the contact should be planned and explained to students and must be demonstrably unavoidable.
- Physical contact may be necessary where there is a life threatening or serious condition. Employees who administer first aid should ensure that, wherever possible, other children or another adult are present.
- The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain, injury or humiliation. This includes interference with a student's body or clothes, for example, shaking or holding the student by the lapels of his or her jacket.

### **The Use of Force to Control or Restrain Students**

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour or in a situation that clearly could be resolved without force.
2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
3. Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding and gender of the student.

The use of reasonable force is only considered appropriate:

- (a) Where action is necessary in self defence or because there is an imminent risk of injury
- (b) Where there is a developing risk of injury, or significant damage to property
- (c) Where a student is behaving in a way that is compromising good order and discipline
- (d) Where a student is committing a criminal offence

Examples of situations that fall within one of the first two categories are:

- A student attacks a member of staff, or another student
- Students are fighting
- A student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A student is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A student absconds from a class or tries to leave school (NB This will only apply if a student could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- A student persistently refuses to obey an instruction to leave a classroom.
- A student is behaving in a way that is seriously disrupting a lesson.

**In this category teachers must not use force but, if necessary, should seek help from SLT.**

### **Practical Considerations**

Before intervening physically a teacher should, wherever practicable, tell the student who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the student throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the student.

### **Application of Force**

Physical intervention can take several forms. It might involve staff:

- Physically interposing between students
- Blocking a student's path
- Holding
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back; or,
- In extreme circumstances, using more restrictive holds (such as self-defence).

In any circumstances staff should **not** act in a way that might reasonably be expected to cause injury, for example by:

- Holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe
- Slapping, punching or kicking a student
- Twisting or forcing limbs against a joint
- Tripping up a student
- Holding or pulling a student by the hair or ear

- Holding a student face down on the ground.

Staff should always avoid touching or holding a student in a way that might be considered indecent.

### **Recording Incidents**

It is important that there is a detailed, contemporaneous, written report on the school disciplinary referral form, of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

The report should include:

- The name(s) of the student(s) involved, and when and where the incident took place
- The names of any other staff or students who witnessed the incident
- The reason that force was necessary (e.g. to prevent injury to the student, another student or member of staff)
- How the incident began and progressed, including details of the student's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The student's response, and the outcome of the incident
- Details of any injury suffered by the student, another student, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

The Head Teacher will keep a record of all incidents and decide if it is appropriate to contact the parents of the student(s) involved.

### **Appendix C - Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### **Four types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

## **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

## **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

## **Circumstances and occurrences that may point to FGM happening:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

## **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

