



Bryony School

Child Protection Policy

Key Contact Personnel in School

Designated Safeguarding Lead (DSL) : Mrs S Notley

Deputy DSLs : Mrs M Atkins

Safeguarding Advisory Board member: Mr J Matharu

Revised policy adopted by School Principal and Advisory Board	September 2018 <i>Revised March 2019 with new DSL and April 2019 with new Deputy DSL.</i>
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Contents

	Page no
1. Introduction and Ethos	3
2. Context	3
3. Definition of Safeguarding	4
4. Related Safeguarding Policies	5
5. Key Responsibilities	6
6. Recognition and Types of Abuse and Neglect	8
7. Safeguarding and Child Protection Procedures	9
8. Record Keeping	11
9. Inter-Agency Working	12
10. Confidentiality and Information Sharing	12
11. Complaints	13
12. Staff induction, Awareness and Training	13
13. Safe Working Practice	14
14. Staff Supervision and Support	14
15. Safer Recruitment	15
16. Allegations Against Members of Staff and Volunteers	16
17. Peer on Peer Abuse	18
18. Child on child sexual violence and sexual harassment	19
19. Safeguarding Children with Special Educational Needs and Disabilities	19
20. Online Safety	20
21. Prevent Duty	20
22. Curriculum and Staying Safe	20
23. The Use of School Premises by Other Organisations	20
24. Security	21
25. Monitoring and Review	21
26. Local Support	21
Appendix 1: Categories of Abuse	23
Appendix 2: Specific Safeguarding Issues	25
Appendix 3: Keeping yourself safe when responding to disclosures	28
Appendix 4: National Support Organisations	29
Appendix 5: Bryony School DSL Record of Action Form	31
Appendix 6: Bryony School Record of Concern Form	33
Appendix 7: Bryony School Body Map	35

1. Introduction and Ethos

Bryony School is a community and all those directly connected (staff, parents, families, Advisory Board members and pupils) have an essential role to play in making it safe and secure. Bryony School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work. The word 'School' used in this policy also includes our Early Years Classes.

Bryony 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 are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

'Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' (EYFS 2017 p5)

Our school core safeguarding principles are:

- That Bryony Schools is an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children. Everyone who comes into contact with children and their families has a role to play.
- All professionals should make sure their approach is child centred. This means they should consider at all times what is in the best interests of the child.
- 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 staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

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 Advisory Board members and are consistent with those of Kent and Medway Safeguarding Children Procedures: www.mscb.org.uk.

2. 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 2018' (KCSIE) with additional statutory guidance regarding the 'Disqualification under the Childcare Act 2006' (June 2016)
- What to do if you're worried a child is being abused' (March 2015)
 - 'Working Together to Safeguard Children' (WTSC, July 2018)
 - Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
 - 'Framework for the Assessment of Children in Need and their Families' (2000)
 - 'Kent and Medway Safeguarding Children Procedures' (Online, 2017)
 - 'Statutory Framework for the Early Years and Foundation Stage' (EYFS, 2017)
- Section 175 of the Education Act 2002 which 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.

3. Definition of Safeguarding

- Working Together to Safeguard Children (2018) defines safeguarding children as:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best outcomes.
- It also reminds us that "**everyone who comes into contact with children and families has a role to play.**" (WTSC 2018 p. 6)
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Advisory Board which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead (DSL), Mrs Notley and her Deputy Mrs Atkins will ensure regular reporting on safeguarding activity and systems in school to the Advisory Board. The Advisory Board 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 will incorporate a range of specific safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children Missing Education
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Domestic violence
 - 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
 - Hate
 - Honour based abuse
 - Mental health
 - Missing children and adults
 - Online safety
 - Peer on peer abuse

- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Human trafficking and modern slavery
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping Children Safe in Education’ KCSIE 2018)

- Every member of staff at Bryony 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:
 - Behaviour Management, linked to the Use of Physical Intervention
 - Online Safety and Social Media
 - Anti-Bullying
 - Data Protection and Information Sharing
 - Image Use
 - Drugs
 - Sex Education
 - Health and Safety
 - Attendance (Children Missing Education)
 - Risk Assessments (e.g. school trips, use of technology)
 - First Aid and Accidents
 - Managing Allegations Against Staff
 - Code of Conduct for Staff (including Acceptable Use of Technology/AUP)
 - Safer Recruitment
 - Whistle-Blowing

5. Key Responsibilities

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. The EYFS 2017 requires providers '*to take all necessary steps to keep children safe and well*'. All members of staff in Bryony School are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance.
- The School Principal, Proprietor and Advisory Board have read and will follow KCSIE 2018 and Working Together to Safeguarding Children.
- The school has a nominated Advisory Board member, Mr Matharu for safeguarding named on the front of this document. The nominated governor 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 policy and structures supporting safeguarding children are reviewed at least annually.

5.1 Designated Safeguarding Lead (DSL)

- Mrs S. Notley is 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 EYFS 2017 states; '*a practitioner must be designated to take lead responsibility for safeguarding children in every setting*'.
- The DSL undergoes appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (e.g. NSPCC e-Bulletins, conferences, local meetings etc.) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- The school has appointed additional staff to deputise for the DSL Mrs Atkins. The Deputy DSL has attended appropriate training which enables them to fulfil this role. 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 Designated Safeguarding Lead and this responsibility will not be delegated.
- **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
 - Receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
 - Coordinate safeguarding action for individual children
 - In the case of Children in Care, 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 Working together to safeguard children
 - Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Children Services (SCS) as necessary

- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018)

5.2 Members of Staff

- **All members of staff have a responsibility to:**
 - provide a safe environment in which children can learn
 - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
 - identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
 - provide help for children, where appropriate and reasonable
 - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
 - safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
 - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
 - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
 - respond to and refer any concerns about children or other members of the community in accordance with this policy
 - contribute towards, read and adhering to the school policies
 - receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and undertake Level 2 Safeguarding Training (currently via Educare) at least every three years and when there are any changes to statutory guidance.
 - read and sign to confirm they have read Part one (pages 1-27) of 'Keeping Children Safe in Education' (DfE, September 2018) and be familiar with 'What to do if you're worried a child is being abused' (2015)
- All members of staff in Bryony 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 3 of this policy 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(s).**

5.3 Children and Young People

- **Children and young people (pupils) have a responsibility to:**
 - Contribute to the development of the school's safeguarding policies
 - Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
 - Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
 - Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

5.4 Parents and Carers

- **Parents/carers have a responsibility to:**
 - Read the relevant school/policies and procure, encouraging their children to adhere to them, and adhering to them themselves where appropriate
 - Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
 - Identify changes in behaviour which could indicate that their child is at risk of harm online
 - Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
 - Contribute to the development of the schools safeguarding policies
- A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Our safeguarding statement and our Child Protection Policy and our other key policies are on the school website (<http://www.bryonyschool.org.uk>) and available in hard copy from the office on request.

6. Recognition and Types of Abuse and Neglect

6.1.1 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 1 to this policy. Staff should also refer to Part 1 and Annex A within '*Keeping children safe in education*' (KCSIE 2018) and '*What to do if you are worried a child is being abused*' 2015.
- All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.
- 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. For example children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused online by peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be

taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

- Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.
- 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 behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behavior's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- 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.

6.2 Female Genital Mutilation (FGM)

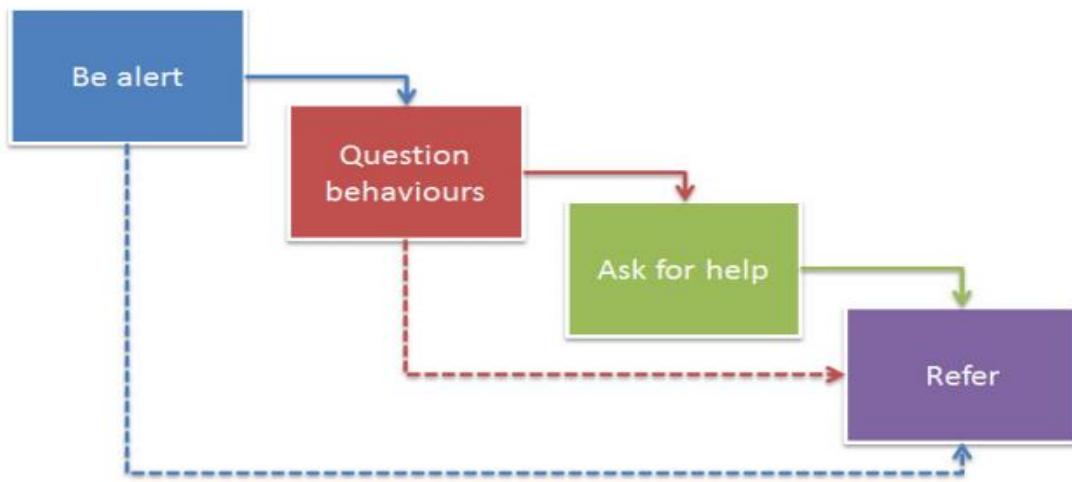
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Signs that may indicate a child has undergone FGM could include:
 - Prolonged absence from school and other activities
 - Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
 - Finding it difficult to sit still and looking uncomfortable
 - 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
- **It is a statutory duty of a teacher, social worker and health care professional who discovers that an act of FGM appears to have been carried out on a girl under 18 years old to report this to the police¹.** The teacher should still consider and discuss such a case with the DSL and involve children's social care as appropriate. Further information can be found on FGM on the separate Bryony School FGM Policy Statement.

7. Safeguarding and Child Protection Procedures

7.1 Raising a concern

- Bryony School adheres to the Kent and Medway Safeguarding Children Procedures (Online, April 2018). The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the MSCB or KSCB websites:
<http://www.proceduresonline.com/kentandmedway/chapters/amendments.html>
- '*What to do if you are worried about a child being abused*' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All members of staff are expected to be aware of and follow this approach:

¹ Section 5B of the Female Genital Mutilation Act 2003 as inserted by section 74 of the Serious Crime Act 2015



- KCSIE Part 1 page 12 includes a flowchart on actions to take where there are concerns about a child. It is the responsibility and duty of all staff to be alert to raise a concern immediately about a child, however insignificant it may appear to be to the DSL. It may not always be appropriate to go through all four stages above sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care 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.**

7.2 Child makes a disclosure

- Staff must:
 - Listen to the child. Allow them to speak freely in their own way and at their own pace.
 - Try not to show you are shocked or upset by what you are hearing. Remain calm and do not over react as the child may stop talking.
 - Do not interrupt a child except to clarify what the child is saying (attentive listening /reflective feedback technique)
 - Do not press the child for further details or ask leading questions. It is not your role to investigate but to listen and report. Do ask open questions such as 'is there anything else you want to tell me?'
 - Do not promise to keep the conversation confidential. Reassure the child that they did the right thing and explain who you have to tell and why.
 - Reassure the child that they are safe.
- Further advice on responding to disclosures can be found in appendix 3.

7.3 Making a referral

- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.²

² See Chapter 1 of Working together to safeguard children', 2018 for detailed guidance.

- The DSL is responsible for making a referral to the Medway or Kent Children's Social Care (depending on where a child lives) and staff with concerns should share their concerns with the DSL. However, in line with '**Keeping Children Safe in Education**', in fact **anybody can make a referral to children social care** in exceptional circumstances such as an emergency or risk of immediate serious harm to a child. The DSL should be informed as soon as possible if a referral has been made. **In the case of Female Genital Mutilation (FGM), it is mandatory for teachers to report not only to the DSL but to the police where they discover an act of FGM appears to have been carried out.**
- 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 sent to the Central Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / team.
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed. Consent will be sought unless there is a valid reason not to do so; for example if to do so would put a child at risk of harm and/or 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 **Medway Children's Advice and Duty Service (CADS)** Telephone: 01634 334466 or the **Kent Central Referral Unit (CRU)** Telephone: 03000 41(depending on the home address of the child). If anyone other than the DSL makes a referral to external services, then they will inform the DSL or deputy 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 that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or Specialist Children's Services who may be able to discuss the concern and provide advice on appropriate action to be taken.
- If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the Kent and Medway safeguarding board procedures.

7.4 Early Help³

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;

³ Detailed information on early help can be found in Chapter 1 of 'Working together to safeguard children', 2018

- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

If Early Help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to children's social care for assessment for statutory services if the situation doesn't appear to be improving for the child or is getting worse.

8. Record Keeping

- Staff will record any welfare concern that they have about a child on the safeguarding incident/concern form. The record should use the child's words and not include assumptions or interpretations. Also record the non-verbal behavior of the child. Observations of injuries / bruises must also be recorded on the body map including the position, size, colour and shape. Notes and the body map must be signed and dated and passed without delay to the DSL.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL. Reporting ANY concern to the DSL is particularly important as what might seem to be a minor issue to one member of staff may be highly significant to the bigger picture. Records are passed to a child's subsequent school under a confidential and separate cover to the new DSL or School Principal.
- Spare Records of Concern forms and Body Maps are kept in the staff room and school office and are at Appendices 6 and 7.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the 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.
- The School Principal will be kept informed of any significant issues by the DSL.

9. Inter-agency Working

- Bryony School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the

investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

- Bryony School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

10. Confidentiality and Information Sharing

- Bryony School recognises that all matters relating to child protection are confidential. The School Principal 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 about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order 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. Further advice on responding to disclosures can be found in appendix 3.
- 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 Medway Council Children's Advice and Duty Service (CADS) or Kent Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. This can be found **in the staff room, school office and school website**.
- 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 procedures below for managing allegations against staff (section 16).

12. 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*" (2018) 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 Annex A within Keeping Children Safe in Education 2018. Members of staff have signed to confirm that they have read and understood Part One and Annex A.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted as regards the school's internal safeguarding procedures and communication lines.
- All staff members (including temporary staff) will receive appropriate safeguarding and child protection training which will enable them to:
 - **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
 - **Respond** appropriately to safeguarding issues and take action in line with this policy
 - **Record** concerns in line with the school policies
 - **Refer** concerns to the DSL and be able to seek support external to the school if required
- All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates e.g. at staff INSET days, staff meetings or briefings as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including temporary staff) will also be made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and ICT Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy. Other safeguarding policies, for example the school Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Advisory Board.
- The DSL and Head Teacher will provide an annual report to the Advisory Board detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- Although the school has a nominated lead for the Advisory Board, Mr Matharu, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe Working Practice

- All members of staff are required to work within the school's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Physical intervention should only be used 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 Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

- Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2015).
- 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 familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the school's **Online Safety Policy** and **Acceptable Use Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**.

14. 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.
- All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of 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
 - Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- 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 4.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS, 2017).

15. Safer Recruitment

- Bryony School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. See our Safer Recruitment Policy and Procedures for full details.
- The Advisory Board and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

- The Business Manager is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in electronic and paper form
- . The SCR is a list of all staff, volunteers and Advisory Board members and includes appropriate recruitment information such as:
 - Dates of recruitment;
 - References;
 - Identity checks;
 - Criminal records check reference number, including date check was obtained and details of who obtained it;
 - Eligibility to work in the UK checks;
 - Other essential key data.
- The School Principal, the Deputy Headteacher and the Business Manager all have completed Safer Recruitment Training in line with government requirements.
- The School Principal will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.
- The school conducts checks for those prohibitions, sanctions and restrictions (described at paragraphs 118-120 of KCSIE, 2018) via the Secure Access Portal via the Teacher Services webpage. 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. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.
[www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance Feb 15 3 .pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3.pdf)

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

16. Allegations Against Members of Staff and Volunteers

- Bryony 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 School Principal 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 School Principal then staff are advised that allegations should be reported directly to the LADO.
- The staff member involved will be informed by the School Principal in partnership with the LADO and/or police. A letter is sent to the staff member which will outline what will happen next. Suspension of a member of staff is not the automatic response when an allegation is reported. All options will be considered following the advice of the LADO. The LADO will conduct the investigation but once completed, the School Principal will decide the outcome:
 - 1) Substantiated: sufficient evidence to prove the allegation

- 2) False: sufficient evidence to disprove the allegation
- 3) Malicious: clear evidence to prove a deliberate act to deceive and sufficient evidence to disprove the allegation
- 4) Unfounded: no evidence/basis to support the allegation
- 5) Unsubstantiated: insufficient evidence to prove or disprove the allegation.
- If a teacher is dismissed (or would have been dismissed had he/she not resigned), eg. for unacceptable professional conduct, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate. Bryony School bases such a decision for referral to the NCTL upon advice found in 'Teacher misconduct: the prohibition of Teachers' (NCTL, 2015).
- If an accused person resigns or ceases to provide services, this should not prevent an allegation being followed up in accordance with guidance in 'Keeping Children Safe in Education' (KCSIE, 2018).
- 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 Whistle-blowing 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. Details of how to contact the LADO and Ofsted are on posters in the staff room and staff washrooms. Members of 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
- Bryony 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.
- The School Principal will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether allegations relate to harm or abuse committed on the premises or elsewhere).
- Should an allegation be made against the School Principal this should be referred to the LADO by the Deputy Headteacher or indeed any other staff member. The LADO should be informed by the Deputy Headteacher within 1 working day of allegations that are made directly to the police. In the event of an allegation against the School Principals, the Deputy Headteacher may become acting School Principal with advice from the LADO/HR for schools.
- For specific guidance on whistleblowing see the Whistle Blowing Policy which can be found in the staff room and school office.

When in doubt – consult

17. Peer on Peer Abuse (Allegations of abuse made against other children)

- All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. All staff should be clear as to our school policy and procedures with regards to peer on peer abuse.
- Bryony School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 7, above and in accordance with Kent and Medway Safeguarding Children Board procedures.
- Bryony School is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.
- Further information about the schools response to specific allegations of abuse against pupils can be located in the Behaviour Management Policy, Anti Bullying Policy and our E-Safety Policy.
- The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “Sexting in Schools and Colleges” guidance and KSCB guidance.
- The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to embed core values such as kindness, integrity, honesty and friendship and to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).
- Pupils who have been experienced peer on peer abuse will be supported by:
 - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
 - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
 - Providing reassurance and continuous support
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - Speaking with police or other local services (such as early help or children’s specialist services) as appropriate

18. Child on child sexual violence and sexual harassment

- Sexual violence and sexual harassment is not acceptable and will not be tolerated. The Advisory Board, Proprietor and Leadership team will follow the department advice: Sexual violence and sexual harassment between children in schools and colleges.⁴
- Following a report of sexual violence, the designated safeguarding lead (or deputy) should make an immediate risk and needs assessment, considering: the victim, the alleged perpetrator; and all other children (and if appropriate adult students and staff). Risk assessments should be recorded and kept under review. The designated safeguarding lead (or deputy) should ensure they are engaging with children's social care, police and specialist services as required.
- In terms of action following a report of sexual violence and/or sexual harassment the school will consider:
 - the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the development stages of the children involved
 - any power imbalance between the children
 - if the incident a one-off or a sustained pattern of abuse
 - ongoing risks to the victim, other children, school staff
 - contextual safeguarding issues.
- As always, all staff should act in the best interests of the child.

19. Safeguarding Children with Special Educational Needs and Disabilities

- Bryony 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. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- Bryony 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 and are more prone to peer group isolation than other children. 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. Children with SEN and disabilities may require additional pastoral support.

20. Online Safety

- It is recognised by Bryony School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. Further information reading the

⁴ <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

specific approaches relating to this can be found in Bryony School's **E-Safety Policy, Acceptable Use Policy** and **Image Use Policy** which can be found in the staff room, school office.

21. Prevent Duty

- It is essential that staff are able to identify children who are vulnerable and what to do if they are identified to be vulnerable to radicalisation. Whether these come from within their family or are the product of outside influences, this safeguarding measure protects children from other harms e.g. drugs, gangs, neglect or sexual exploitation which also come under the general safeguarding principles. **Please see our separate school policy on Preventing Extremism and Radicalisation.**

22. Curriculum and Staying Safe

- Specific opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help include: NSPCC 'pants rule' assemblies, anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety / independent travel.
- 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.
- Bryony School will use the curriculum to provide 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 understand the importance of protecting others. This will include online safety.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and 'sexting'.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at Bryony School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. .

23. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the School Principal 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 achieved then an application to use premises will be refused.

24. 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. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- 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.
- 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.

25. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Advisory Board being formally sought. The policy will also be available to parents/carers.
- The policy forms part of our new school development plan and will be reviewed annually and/or following any updates to national and local guidance and procedures.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

26. Local Support

Medway

Medway Safeguarding Children Board
Level 5, Gun Wharf, Chatham, Kent, ME4 4TU
Tel: 01634 336329 / Email: mscb@medway.gov.uk

Children's Advice and Duty Service (CADS)
Telephone: 01634 334466
Out of hours: 03000 419191(between 5pm-8:30am weekdays and 24/7 weekends and bank holidays)

Local Authority Designated Officer (LADO)
Claire Wilkes
Tel: 01634 331229
Email: Claire.wilkes@medway.gov.uk

Early Help Kent 03000 419222

Kent

Kent Children's Specialist Services
Central Referral Unit: 03000 411111
Out of Hours Number: 03000 419191

Contact details for Online Safety in the Education Safeguarding Team
Rebecca Avery, Education Safeguarding Adviser (Online Protection):
Ashley Assiter, e-Safety Development Officer
03000 415797
esafetyofficer@kent.gov.uk (non-urgent issues only)

Contact details for the LADO
Telephone: 03000 410888
Email: kentchildrenslado@kent.gov.uk

Early Help and Preventative Services: earlyhelp@kent.gov.uk / 03000 419222

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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' 2016 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 2: Specific Safeguarding Issues

(Also See Annex A of Keeping Children Safe in Education 2018)

Children Missing Education

Bryony School recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Bryony School is aware that a child going missing from education is a potential indicator of abuse or neglect.

Bryony School has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the schools policy and procedures regarding **attendance**.

Child Sexual Exploitation (CSE)

All Bryony School staff at have been made aware of the revised definition of Child Sexual

Exploitation, as issued in the Department for Education in February 2017

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

'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.'

Bryony School identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at Bryony 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.

'Honour based' violence

Members of staff at Bryony School are aware that '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/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff via Educare and INSET day training. This includes:

- “FGM The Facts”: www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf
- “FGM an Overview:” <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

All members of staff will follow the school and Medway and Kent safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Summary of the FGM mandatory reporting duty

Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 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: fmu@fco.gov.uk

Radicalisation

Bryony 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.

Bryony School will ensure all members of staff complete an approved training package 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 include the NCALT e-Learning http://course.ncalt.com/Channel_General_Awareness/01/index.html or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Bryony 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 Bryony School will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to radicalisation and extremism online can be found in the schools Online Safety Policy.

Appendix 3: 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
- KSCB: www.kscb.org.uk

6. Relax

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

Appendix 4: 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.parentinfo.org

- Internet Matters: www.internetmatters.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

Appendix 5

**Confidential
Safeguarding
Record Form**



Designated Safeguarding Lead (DSL) Record of Action

Name of Child: _____ **Date of Birth:** _____

Date	Action and Rationale	Signature

Date	Action and rationale	Signature



Record of Concern Form

Name of child: _____ Date of Birth: _____

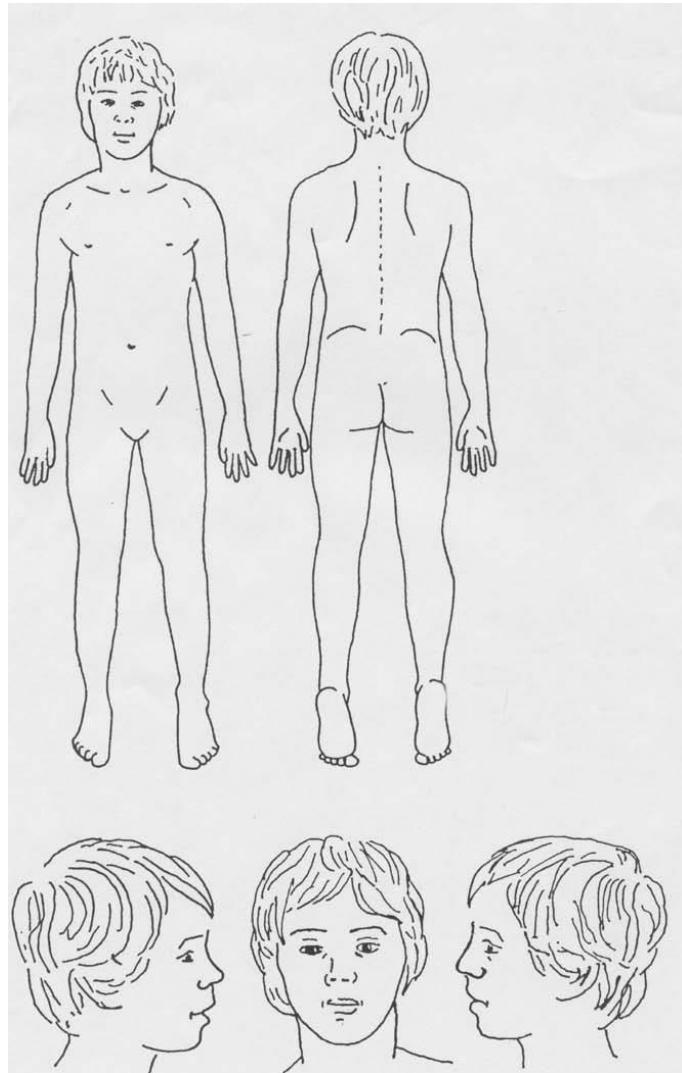
Name and position of person completing the form (please print):

Date and time of incident:	
Incident:	
Name of witnesses and any other information:	Action taken:
Signature	Date (ddmmyy) and time form completed:



Body map (to be used in conjunction with a record of concern form)

Name of Child: _____ Date of Birth: _____



Signature	Date (dd/mm/yy) and time form completed.
Print name	