



ST EDMUND'S SCHOOL

CANTERBURY

Safeguarding Whole School Policy (including Early Years)

**Designated Safeguarding Lead:
Ross Underwood (Director of Safeguarding)**

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CHILD SAFEGUARDING – STAFF GUIDANCE

A. Introduction

Definition

“1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

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

3. No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

5. Children includes everyone under the age of 18.”
(*Keeping Children Safe in Education*’ September 2019).

St Edmund’s School has arrangements in place to safeguard and promote the welfare of pupils at the school. These arrangements have regard to any guidance issued by the Secretary of State and to *KCSIE* (*Keeping Children Safe in Education*’ September 2019). The school recognises its duty to consider at all times the best interests of the child and to take action to enable all children to have the best outcomes, recognising that the term ‘child’ includes all pupils in the school, including those aged 18 in Year 13. Anyone can make a referral, if necessary.

Related policies

This policy should thus be understood and read alongside other school policies on related safeguarding issues, e.g.:

- E-Safety Policy (Appendix 1)
- Behaviour Management Policy (including guidelines for the use of physical restraint)
- Policy for Staff Facing Allegations of Abuse or Inappropriate Behaviour
- Adults staying with Boarding House Staff Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safer Recruitment Guidelines
- Public Interest Disclosure (Whistle-Blowing) Policy
- Policy on Eating Disorders, Drugs etc.
- Policy for Outings, Trips Expeditions etc.
- Code of Conduct (both Pupil and Staff)
- Acceptable Use of ICT Policy (both Pupil and Staff)
- Pupil Behaviour Policy
- Recruitment, Selection and Disclosure Policy (Staff)
- In the case of the Cathedral Choristers, staff should also be aware of the Canterbury Cathedral Guidelines for Safeguarding including children and adults, obtainable from the Head of the Junior School, from Choir House or from James Smith, the Cathedral’s HR Manager (01227 865285 or james.smith@canterbury-cathedral.org)

or Elaine Rose, the Cathedral's Safeguarding Lead (01227 865285 or Elaine.rose@canterbury-cathedral.org).

Overview

Part 1 and the Supplementary Information sections of the document 'Keeping Children Safe in Education' (KCSIE) (September 2019) are available to all staff on the Policies section of the school's intranet. These must be read in conjunction with this policy, the requirements within which should be adhered to by all members of staff. The school's E-Safety policy which is made available to parents via the school's website is appended (Appendix 1) to this Safeguarding policy.

The school has an effective Safeguarding Policy and implements it fully in practice. The Governing Body ensures that there is an effective Safeguarding Policy in place and has oversight of its implementation. The Safeguarding Policy and procedures are reviewed at least annually and are updated as soon as new legislation/guidance is issued. The school's Safeguarding Committee reviews the policy and its implementation on an ongoing basis, reporting to the Governing Body through the Head and the DSL. The Governing Body ensures that the school contributes to multi-agency working in line with 'Working Together to Safeguard Children' (2018) through effective implementation of the safeguarding policy and procedures and effective communication and good co-operation with local agencies, in particular the three safeguarding partners described in WTSC 2018 – the local authority, the relevant clinical commissioning group within the local authority and the chief officer of police for the police area within the local authority).

Child Safeguarding and welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead (DSL) or their Deputies and then, if the matter is deemed to be a matter of possible abuse, on to the relevant authority, if only in an advisory capacity. Any allegation against teachers or other staff must be reported directly to the Head. Although everyone within the school community who comes into contact with children and their families has an important role to play in safeguarding and providing a safe environment in which pupils can learn, there are several key members of staff who play an important role as the school's safeguarding team, and their contact details are available in the table on p. 5 of this document. The DSLs and their Deputies are most likely to have a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns.

Wherever the word 'Staff' is used in this document, it covers ALL staff on site, including governors, ancillary supply and self-employed staff, contractors and volunteers working with children.

No matters which relate to possible or actual abuse should be dealt with internally.

B. Key Safeguarding Contacts

The current Designated Safeguarding Lead (DSL) is Ross Underwood (Director of Safeguarding) and the Deputy DSLs are Holly Goodwin (Deputy Head of the Junior School) and Julia Exley (Head of the Pre Prep School) who has responsibility for EYFS.

The Head Edward O'Connor, the Head of Junior School Dr Emma Margrett, the school's Chaplain, the Reverend Steve Bennett, the Pre-Prep SENCO Claire Atkinson, the Assistant Head of the Senior School, Leigh Millard and the Houseparent of Choir House, Paula Stones – are also trained to be Deputy DSLs when needed. The Head is responsible for ensuring that the school's DSLs and their Deputies are appointed, trained and meet to discuss/review safeguarding policy and issues as part of the Safeguarding Committee, and he ensures that the Governing Body is updated on matters of Safeguarding. The Head delegates the responsibility of ensuring that all staff are trained in Safeguarding to the DSL, Ross Underwood. The DSL maintains an overview of safeguarding within the school, opens channels of communication with local Safeguarding Partners and monitors the effectiveness of policies and procedures in practice.

The Deputy Head of Junior School, Dr Holly Goodwin is designated as the main Deputy DSL in Ross Underwood's absence. The DSL can be contacted by calling 07948003642, a number which is contactable both within working hours and out of hours. If the DSL cannot be contacted for any reason, a Deputy DSL can be contacted using the information below.

It is the school's policy that the DSL or a Deputy DSL will always be available while pupils (including children in the EYFS) are in the school.

The school's safeguarding policy is signed off by the Chairman of Governors. It is also signed by the Governor with responsibility for Safeguarding, Councillor Pat Todd. Pat Todd is designated to take a lead in relation to responsibility for the school's safeguarding arrangements, but the overall responsibility for safeguarding duties are the responsibility of the Governing Body as a whole, including the annual review of safeguarding.

Contact Details:

Name	Role	Email	Phone
Edward O'Connor	Head & Deputy DSL	eoc@stedmunds.org.uk	01227 475600
Ross Underwood	DSL	rpu@stedmunds.org.uk	01227 475611 07948003642
Holly Goodwin	Deputy Head of JS & Main Deputy DSL	heg@stedmunds.org.uk	01227 475606
Julia Exley	Head of Pre-Prep and Deputy DSL	jepe@stedmunds.org.uk	01227 475600
Emma Margrett	Head of JS & Deputy DSL	elm@stedmunds.org.uk	01227475606
Catherine Shearer	Deputy Head of SS & Deputy DSL	cjs@stedmunds.org.uk	01227 475600
Pat Todd	Safeguarding Governor	pattodd@stedmunds.org.uk	-
Steve Bennett	Chaplain & Deputy DSL	chaplain@stedmunds.org.uk	01227 475600

Kelly French	Houseparent & Deputy DSL	kjf@stedmunds.org.uk	01227 475603
Paula Stones	Houseparent & Deputy DSL	ps@stedmunds.org.uk	01227 769580
Claire Atkinson	Pre-Prep SENCO & Deputy DSL	ca@stedmunds.org.uk	01227 475600
Chris Nickols	Chairman of Governors	cmn@stedmunds.org.uk For concerns regarding the Head	-

Key External Safeguarding contacts:

East Kent Safeguarding Team and Area Safeguarding Advisor (Education) –Julie Maguire– Brook House, Reeves Way, Whitstable, Kent CT5 3SS – Tel 03000 418503 or 07968 620707 or julie.maguire@theeducationpeople.org

If a child is in immediate danger and the call cannot go through to the officer on duty, call the **Central Referral Unit** on 03000 41 11 11. Urgent safeguarding issues outside of office hours should go to the Central Duty Out of Hours number: 03000 41 91 91.

Kent Safeguarding Children Multi-agency Partnership: kscmp@kent.gov.uk 03000 421126

The contact details of other external agencies can be found below in Section R of this policy.

C. Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance makes reference to 'Keeping Children Safe in Education' (2019), and Kent Safeguarding Children Multi-agency Partnership Guidance.

Under Section 175 of the Education Act 2002, the Governing body takes seriously its responsibility to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the school to identify, assess, and support those children who are suffering harm. The school works within the parameters of locally agreed multi-agency procedures, and this is reflected in this policy.

The school recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information with external

agencies quickly and challenging inaction. The school contributes to multi-agency working in line with 'Working Together to Safeguard Children' (2018) through effective implementation of the safeguarding policy and procedures and effective communication and good co-operation with local Safeguarding Partners.

This policy differentiates between safeguarding children who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies. The former will be reported to the Kent Safeguarding Children's Multi-agency Partnership Board (KSCMP) and the Area Safeguarding Advisor immediately and the latter will lead to East Kent inter-agency assessment via the school's AEN department. This policy has regard for the guide to inter-agency working to safeguard and promote the welfare of children, Working Together to Safeguard Children, July 2018.

D. Responsibilities

The Governing Body ensures that there are the correct policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies are provided to all staff, including temporary staff and volunteers, on induction and are updated annually as a minimum. They are made publicly available on the School website at www.stedmunds.org.uk

The School recognises that all adults, including temporary staff, ancillary supply and self-employed staff, contractors, volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. The School aims to consider what is in the best interests of the child at all times, taking their feelings and wishes into account when determining what action to take and what services to provide.

All staff believe that the School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. 'Every child deserves the right to grow up in a safe and secure environment where they are protected from harm and have the chance to fulfil their potential. All those involved in working with and caring for children have a duty to do everything they can to ensure this is the outcome for all children'.

'Keeping Children Safe in Education' states that 'No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has to play a role in identifying concerns, sharing information and taking prompt action.' (KCSiE 2019 p.5). For this reason, St Edmund's School considers it of the greatest importance to share information about a child with other agencies if their situation is giving cause for concern, and the school acts promptly to help the child.

As a school, St Edmund's is in a position to identify concerns early and provide help for children which could help to prevent concerns from escalating. Further details of Early Help are available in Chapter 1 of the DfE document Working Together to Safeguard Children 2018. All school staff are expected to be able to recognise a child who may benefit from Early Help, whereby support can be provided as soon as a problem emerges at any stage in a child's life.

According to the statutory document Teachers' Standards (2013), all teachers (including headteachers) must 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by having regard for the need to safeguard pupils' well-being in accordance with statutory provisions'. (Teachers' Standards p14)

The arrangements for the teaching of cyber-safety are included within the E-Safety policy (Appendix 1).

E. St Edmund's School's Safeguarding Aims

St Edmund's School's safeguarding aims are:

- To support the child's development in ways that will foster security, confidence and independence
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that the School contributes to assessments of need and support plans for those children
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care
- To ensure that all staff working within the school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit

E. Procedures to be Followed:

Members of staff who suspect abuse of a child should report their suspicions to the DSL immediately. In addition, anyone, not just members of staff, may make a referral. Staff should be aware of the distinction between a concern and a child in immediate danger. Whereas a concern might warrant a range of responses within the school's duty of care (all should include a discussion with the DSL), child suspected to be in immediate danger requires the school (often via the DSL) to make a referral to children's social care and/or the police immediately.

The DSL will draw upon professional external safeguarding advice and will ordinarily inform the Head, the Head of the Junior School or the Head of the Pre-Prep. If the matter reported is one of suspected or actual abuse, the matter will be reported to the relevant authorities without delay. The matter will be reported to the Area Safeguarding Advisor (Education) for East Kent (Julie Maguire) preferably immediately, but certainly within 24 hours of the disclosure.

Where the allegation involves a member of staff, the matter must be referred direct to the Head.

In the absence of the Head, where an allegation involves a member of staff, the matter should be referred directly to the Chairman of Governors.

Where the Head is the subject of an allegation or concern, the matter must be reported direct to the Chairman of Governors or governor with responsibility for safeguarding, who will in turn refer the matter to the LADO team without informing the Head.

Where an allegation involving a member of staff is reported to a DSL or their Deputies, the Head must be informed immediately (see Section I). In the absence of the Head, the matter must be reported to the Chairman of Governors.

Anyone (pupils or staff) who suspects that one or more pupils is/are abusing another pupil and where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' should report their concerns to the DSL or their Deputies and that abuse will be referred to the KSCMP. In the event of disclosures about pupil on pupil abuse, all children involved, whether perpetrator or victim, are treated as 'being at risk'.

Since October 2015 it is mandatory for teachers to report **personally** to the police cases where they discover that an act of Female Genital Mutilation (FGM) appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

Information may be received from primary schools, other schools, parents, and various other sources. The DSL ensures that key staff (Deputy DSLs, the Head of Junior School and SENCOs are informed as required.) Where it is thought that Social Services (KSCMP) are not aware of the case they will be informed.

Where children leave the school, the DSL ensures their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and obtaining confirmation of receipt .

St Edmund's School fosters an environment where staff feel able to raise concerns and feel supported in their safeguarding role. We recognise that early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Any member of staff may of course make a referral to external agencies (local Safeguarding Partners) and certainly in a case where there is an absence of action, but the school encourages approaching the relevant DSL or their Deputies where possible. All staff are made aware of the process for making such referrals through this policy and through regular staff training. In keeping with guidance from KCSiE (2019), 'Staff should not assume that another colleague or professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.' (KCSiE (2019) p12)

Immediate response to the child: it is vital that the first response to a disclosure or allegation does not cause greater distress to the child or prejudice further enquiries. General points to be followed therefore:

- Above everything else, listen
- Show acceptance of what the child says, however, unlikely it seems
- Keep calm, even if you are shocked by what is being said
- Look at the child directly
- Be honest and don't make promises you can't keep
- Let them know you will need to tell someone else (a DSL or their Deputies) – don't promise confidentiality

- Make it clear the child is not to blame for the abuse, even when the child has broken a rule
- Be aware the child may have been threatened
- Never push for information. If the child decides not to tell you after all, then accept that and let the child know that you are always ready to listen
- The pace of the conversation should be dictated by the pupil without their being pressed for detail by being asked questions such as “What did they do next?” or “Where did they touch you?”. Use open questions such as “is there anything else you want to tell me?” or encourage them further with a “yes?” or “and?”. Avoid asking leading questions – you might put something into the child’s mind that wasn’t there, which could later damage an official investigation
- Don’t criticise the perpetrator as this may be someone they love
- Reassure the pupil that they have done the right thing

Remember that your role is to listen, record and then report; not to investigate.

Recording Information: staff or pupils should:

- make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording what has been said to you and not your assumption and interpretation. Notes must be signed and dated
- record observed injuries and bruises on a Body Map (the DSL should offer guidance on how to proceed if injuries/bruises are not easily visible)
- note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”)
- Keep these original notes and pass them to the DSL, along with a Logging a Concern Form.

G. The Role of the DSL and the Head

In the event of an actual or suspected case of child abuse by adults, parents, teachers, volunteers, staff of contractors, any other adult, or one or more pupils, it is the responsibility of school staff to report this to a DSL (or the Head, The Head of the Junior School or Head of Pre-Prep) as soon as possible. Any allegation against teachers or other staff must be reported directly to the Head.

The DSL is responsible for ensuring that school procedures are initiated immediately and the appropriate agency involved within 24 hours. The DSL’s first point of contact is the Area Safeguarding Advisor (Education) for East Kent unless the allegation is about a member of staff when the Head’s first point of contact will be the LADO team.

It is the responsibility of the DSL or their Deputies to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide on the appropriateness of referrals to partner agencies and services. In all cases where abuse is suspected or a sustainable allegation is made, Deputy DSLs should report the information to the DSL. To help with this decision s/he will consult with the Area Safeguarding Advisor. Advice may also be sought from KSCMP and the Central Duty Team who offer opportunities for consultation as part of the Child in Need/Child Protection process. Issues discussed during consultations will 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.

Such referrals might include referral to KSCMP as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the CAF (Common Assessment

Framework) process via the school's AEN departments or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, Multi Agency Risk Assessment Conferences (MARAC), etc.

Referrals to Children's Social Services will be made using Kent's inter-agency referral form (accessed at www.kscb.org.uk) and with reference to the Kent and Medway Interagency Threshold Criteria for Children in Need (accessed at www.medway.gov.uk/pdf/Kent_Medway_Threshold_Criteria). 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 KSCMP Duty Team.

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.

Professional safeguarding advice should be sought where parental consent is considered to be an issue. The school is clear that parents cannot influence any decision made on child welfare, but should a parent/carer fail to give their consent, the DSL will seek professional safeguarding advice. Parental consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

In the absence of the availability of the DSL, their Deputies and the Head to discuss an immediate and urgent concern, advice should be sought direct from the Children's Safeguarding Team (tel: 03000 418503) or Children's Social Services (tel: 0300 041 11 11) by an alternative senior member of staff or by the member of staff who has the concerns.

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

On occasion, staff may pass information about a child to the relevant DSL or their Deputies, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress (although they should not expect to be given confidential detail), so that they can reassure themselves the child is safe and their welfare 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 Children's Safeguarding Team or the local Children's Social Services Team (numbers above) who will be able to discuss the concern and advise on appropriate action to be taken.

It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation to the DSL, using a Logging a Concern Form.

Where the school Code of Conduct is not sufficient to deal with an allegation made against another pupil or pupils, external agencies will be involved initially, and advice will be sought from the Area Safeguarding Advisor (KSCMP). This is particularly important when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

H. PREVENT: The Issue of Radicalisation

Building the resilience of young people and the promotion of fundamental British values is at the heart of preventing radicalisation. St Edmund's recognises that The Counter-Terrorism and Security Act 2015 (augmented by the Counter-Terrorism and Border Security Act 2019), places a legal responsibility on schools to take every effort to prevent individuals from being drawn into terrorism, and to challenge extremist ideas propagated by terrorist organisations. Normal referral processes are available when there are concerns about children who may be at risk of being drawn into terrorism. Our approach, which is

informed by the *Prevent Duty Guidance: for England and Wales* (July 2015) addresses the issue in four ways:

Providing a safe online environment

The School has strong filters in place to block pupil access to violent or otherwise inappropriate materials. Pupils are required to sign up to an Acceptable Use of ICT policy that specifically prohibits them from seeking to access such sites. Internet usage is monitored on a weekly basis and pastoral and/or disciplinary responses may follow if a pupil's usage breaches our rules or raises concerns. The School will also seek to block specific sites and search terms too if they appear to pose a risk to our pupils. Furthermore, pupils receive advice and instruction from teaching and pastoral staff on safe internet usage.

Assessment of Pupil Behaviours

The pastoral monitoring systems of the School have a vital role to play in preventing radicalisation of pupils. At St Edmund's pupils are monitored closely by tutors and Housemasters and issues of concern are discussed at the weekly pastoral meeting and whole staff meeting on Tuesdays at 8am and 1010am respectively. Where necessary a pastoral intervention or even counselling may be provided. The School will also seek advice and support from the local authority when concerns regarding pupil radicalisation arise.

Staff Training and Information

The School recognises that it has a responsibility to provide INSET to staff on the issue of radicalisation to ensure that they remain vigilant and informed on the issue. It will also ensure staff are aware of how to respond appropriately if concerned about the possible radicalisation of a pupil. The DSL undertakes relevant training including the Channel online course, commits

to work in partnership with the local authority and also fulfills the role of Prevent Lead, promoting awareness of the dangers of radicalisation and offering advice to those who have concerns. The DSL receives training in the Kent Safeguarding Children Multi-agency Partnership ("KSCMP") approach to *Prevent* duties. Staff are made aware of the need to vet guest speakers, whether invited by staff or pupils, and to ensure that speakers are suitable and appropriately supervised. Staff will ensure that those with a radicalisation agenda are not invited into school.

Promoting Fundamental British Values

The School will vigorously promote fundamental values such as fairness, democracy, tolerance and the rule of law through its PSHEE Programme, its Tutorial Programme, Chapels and Assemblies, the curriculum and all other daily interactions between pupils and staff.

Contacts and Resources

Government advice to schools on this issue can be accessed here:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services>

The Government also provides contact details for alerting authorities to suspected terrorist activity. These include the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk in addition to the local police and 101.

I. Record Keeping

Staff must record any allegation or disclosure made by a child (see above), or any welfare concern that they have about a child on a Logging a Concern Form (with a body map where injuries have been observed) to be passed to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Safeguarding records are kept centrally and securely by the DSL and are shared on a 'need to know' basis only. They should be held separate from the child's curriculum file.

Safeguarding records are kept using the school database system – 3Sys. Access to these records is limited to those who require the information to keep the pupil safe.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher.

A confidential Risk Register will be maintained by the DSL of all those pupils known to be at risk. Names will be highlighted on the register if it is confirmed by Social Services that the child is actually at risk. Where a child is known to be at risk, the DSL or their Deputies will inform the relevant pastoral staff and members of the appropriate Senior Management Team.

J. Recognition and Categories of Abuse

All school and college 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.

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Abuse exists where children have been physically, emotionally, or sexually abused or severely neglected. Abuse of children who are over three years of age is likely to be noticed by the school staff and Health Workers or Education Welfare Officers. It is essential therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long term health consequences, including difficulties in childbirth also causing dangers to the child.

Physical Abuse

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

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 and may include interactions beyond the child's developmental ability, overprotection, limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying (including Cyberbullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

Sexual Abuse

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

Neglect

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

Children identified as SEND:

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children, such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- being more prone to peer group isolation than other children

The school ensures that such barriers do not prevent thorough safeguarding of all SEND pupils through our SEND policy, on-going training and providing additional pastoral support where necessary for pupils with SEND.

Peer on Peer Abuse

The school recognizes that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways but it is, fundamentally, abuse as defined above. Thus, all staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. Staff will never dismiss abusive behaviours as "banter", "part of growing up", "just having a laugh" or "boys being boys". KCSIE (2019) Part 5 provides guidance on this issue.

St Edmund's School staff must be aware that some groups are potentially more at risk from peer on peer. Research evidence shows girls, children with SEND and LGBT children are at greater risk.

All victims of peer on peer abuse will be supported by the most effective combination of the DSL/Deputy DSL and the child's Tutor/House Master/House Parent. Allegations of abuse will always be taken seriously and the school will refer to appropriate organisations such as Children's Services and the police as necessary. In the event of disclosures about pupil-on-pupil abuse, all children involved, whether perpetrator or victim, are treated as being 'at risk'. Further advice is available from the UK Council for Child Internet Safety (UKCCIS): '*Sexting in schools and colleges*'.

Different forms of peer on peer abuse include:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- All forms of Cyberbullying. Cyberbullying, or online bullying, can be defined as the use of technologies by an individual, or by a group of people, to deliberately and repeatedly upset someone else. Cyberbullying is a method of bullying and, even if it happens wholly online, should be viewed and treated the same as "real world" bullying. It can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Training is given to staff to explain school responses and the law with reference to DfE and UKCCIS guidance.
- Sexual harassment, Sexual touching, Sexual assault – often, but not always, experienced by girls who are the recipient of unwanted attention of boys. All staff play a role in establishing the school as an environment that respects physical boundaries. Staff will never dismiss "challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts". (KCSIE 2019)

- “Upskirting” became a criminal offence under the Voyeurism Act of April 2019 – offenders can now be arrested, sent to prison and placed on the Sex Offenders Register. This invasive practice is defined as “taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm” (KCSIE 2019).
- “Hazing” or initiation activities which may be more associated with boys in sports teams but which can occur in any area of school life. Again, it is the responsibility of all staff to establish and maintain an environment in which this form of abuse does not happen and to report immediately any concerns in this regard.
- 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
- St Edmund’s School is aware of and will follow the KSCMP procedures (kscmp@kent.gov.uk) for supporting children who are at risk of harm as a result of their own behaviour.
- The School recognises the central importance of PSHEE in teaching children about key safeguarding principles and practices, developing appropriate values and behaviours and in preparing them for the world they are growing up in
- Staff should also read the relevant government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Complex (Organised or Multiple) Abuse

Complex or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related abused children. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation or may be using an institutional framework or position of authority to recruit children for abuse. Such abuse occurs both as part of a network of abuse across a family or community and within institutions such as residential settings, in day care and in other provisions such as youth services, sports

clubs and voluntary groups. There may also be cases of children being abused via the use of the Internet. The school also recognizes the threat posed by criminal exploitation of children to sell drugs, known as “County Lines” and provides advice to pupils on this subject.

Child Sexual Exploitation

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.

Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online. When sexual exploitation happens online, young people may be persuaded, or forced, to send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone, have sexual conversations by text or online. Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the sexual abuse has stopped. Child sexual exploitation may happen in gangs. Sexual exploitation is used in gangs to exert power and control over members, initiate young people into the gang, exchange sexual activity for status or protection, entrap rival gang members by exploiting girls and young women, inflict sexual assault as a weapon in conflict.

“Potential indicators of Child Sexual exploitation may include:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being.”

Staff who suspect a child may be a victim of Child Sexual Exploitation should report it to the Designated Safeguarding Lead immediately. All staff should act in the best interests of the child and follow general safeguarding principles as described elsewhere in this policy and in KCSIE 2019. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). When a report is made, the Designated Safeguarding lead will consider how to respond in accordance with KCSIE 2019 paragraphs 253-269.

Forced Marriage involves coercing someone into marrying without their consent e.g. through harassment, kidnap, threats to kill; or after a forced marriage without the consent of one or both parties and where duress is a factor, which again would be prosecuted for the specific offence e.g. rape, sexual assault. If these crimes are committed in forcing or having forced someone to marry, they are identified as "forced marriage". Forced marriage situations could also involve, for example, the specific offences of harassment, kidnap; blackmail, false imprisonment, common assault, actual/grievous bodily harm, threats to kill, child abduction, rape or other sexual offences, immigration offences, fraud, marriage offences, people trafficking, and controlling, causing or inciting prostitution.

So-called Honour Based Violence

"So-called honour based violence' is a crime or incident which has or may have been committed to protect or defend the honour of the family or community". So-called honour based crimes could include threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) committed as so-called honour crime. Additionally, so-called honour based crimes could include attempted murder, manslaughter, procuring an abortion, encouraging or assisting suicide, conspiracy to murder, conspiracy to commit a variety of assaults.

Serious Violence

The Government introduced the Serious Violence Strategy in 2018 in response to the impact of serious violent crime (including homicides, knife and gun crime on communities). Staff should be aware of any indicators that might suggest children are at risk from (or involved in) serious violent crime. "These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs." (KCSIE 2019). Further Home Office guidance can be found here:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Children Missing Education (CME)

There are various reasons children go missing from education:

They do not start school at the appropriate time and so they do not enter the educational system, they are removed from school by their parents due to problems at school, disinterest or poor attendance, they stop their education due to exclusion, illness or bullying, they fail to find a suitable school place after moving to a new area, children's personal circumstances can contribute to them missing education (eg. if the family is homeless and they are living in temporary accommodation or refuge, if there are long term medical or emotional problems).

K. Working with other Agencies

The Education Service in general, and this school in particular, has the role of recognising and responding to potential indicators of abuse and neglect.

Schools are not the investigating agency when there are safeguarding concerns and, thus, the school will pass all relevant cases to the statutory agencies, which the school will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Early contact and close liaison with such agencies is therefore regarded as essential by the school. The school will operate safeguarding procedures in line with locally-agreed inter-agency procedures in accordance with Working Together to Safeguard Children (2018).

St Edmund's 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 CAF Teams around the Child.

The school recognises the difference between safeguarding pupils who have suffered or are likely to suffer significant harm and pupils who are in need of additional support from one or more agencies. Those who have suffered or are likely to suffer significant harm should be reported to the KSCMP immediately. Those who are in need of additional support from one or more agencies should lead to inter-agency assessment using our local processes (Common Assessment Framework – CAF [accessed via the school's AEN departments]; 'Team Around the Child' – TAC [accessed by the County on behalf of the school]).

The school recognises the need to work with local and national authorities to safeguard against the radicalization of young people and will carefully consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example.

- It is the responsibility of the DSL to 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. To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns. Advice may also be sought from the Early Help Triage Team. 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.
- All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- Staff are made aware that **ANY** child may benefit from Early Help but they should also 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 frequently missing/goes missing from care or home;
 - is misusing drugs or alcohol;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care.
- 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 SCS if the situation doesn't appear to be improving for the child.
 - New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or Inter-Agency Referral Form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KSCMP). 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.
 - All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
 - **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns 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 Education Safeguarding Team (03000 418503). If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
 - On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned 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 KSCMP procedures and DSLs may request support via the Education Safeguarding Team.

L. Concerns about a Child

Indicators of abuse and neglect

A child may exhibit some of the following symptoms and have perfectly reasonable explanations of how they occurred. It is of great concern if several of these injuries or signs occur simultaneously or if the explanation of the presence is unconvincing.

Injuries

- Bruises or abrasions especially about the feet, head, genitals or other parts of the body where they would not normally be expected to occur given the age of the child
- Damage or injury to the mouth of a child e.g. bruises or cut lips
- Bite marks
- Burns and/or scalds especially small circular burns (often cigarette burns).
- Bilateral injuries such as two black eyes – this rarely occurs accidentally
- Poisoning and other misuse of drugs
- Repeated minor injuries and/or self-harming
- Untreated injuries
- Attempted suicide
- Female genital mutilation (FGM)

Other signs include:

- Failure to thrive or grow without an underlying medical condition
- Lethargy
- Withdrawal
- Wariness
- Passivity
- Attention-seeking or over-compliance
- Running away or going missing
- Aggression towards others. Violent outbursts
- Poor peer relationships
- An unkempt, dirty appearance. Poor personal hygiene
- Eating disorders
- Low self-esteem, self-deprecation, depression
- Alcohol or drug abuse
- Lying, delinquency, stealing
- Unwillingness to undress for PE, or to have a medical examination
- Over-solicitous behaviour towards adults
- Use of inappropriate sexual remarks or behaviour
- Presence of sexually transmitted infection, or recurrent infections
- Pregnancy
- Inappropriate response to painful situations
- Over-reaction to mistakes
- Child sexual exploitation
- Fear of parents being contacted

The school remains alert to issues of radicalization, cyberbullying and mental health, and educates pupils and staff accordingly.

Confidentiality

- Staff have the professional responsibility to share relevant information about the protection of children with other professionals, particularly the DSL and investigating agencies.
- If a pupil requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she (the staff member) has a responsibility to refer the matter to the DSL for the child's own sake. At the same time, the child will be told that the DSL may need to take further appropriate action, which might then involve other professionals being party to the disclosure.

- Staff who receive information about children and families in the course of their work should hold the information only within their professional context and not discuss the information out of school.
- Child safeguarding records must be kept securely locked. Personal information about all pupils and their families is regarded by those who work in this school as confidential.

All staff will aim to maintain this confidentiality. All records relating to child protection incidents will be maintained by the DSL and only shared as is consistent with the protection of children.

Leading questions

- If a disclosure is made, the pace of the conversation should be dictated by the pupil without their being pressed for detail by being asked questions such as “What did they do next?” or “Where did they touch you?”.
- **The staff role is to listen, record and report; not to investigate.** Staff must use open questions such as “is there anything else you want to tell me?” or encourage them further with a “yes?” or “and?”

M. Allegations against Members of Staff and Volunteers

Part 4 of KCSIE (2019) offers guidance on this issue. If an allegation is made against a member of staff, particularly a teacher, or a volunteer the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays will be eradicated. The school will not undertake its own investigations of allegations without prior consultation with the Local Authority Designated Officer Team (LADO), or in the most serious cases, the police, so as to not jeopardise statutory investigations. In borderline cases, discussions with the LADO team can be held informally without naming the school or individual(s).

The school recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head (in the absence of the Head, the Chairman of Governors should be informed) who will first contact the LADO team, within one working day of allegations that come to her attention or that are made directly to the police to agree further action to be taken in respect of the child and staff member/volunteer. The Head and the LADO will discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. The Deputy DSL for the relevant section of the school (Senior, Junior or Pre Prep) will also be informed. Discussions will be recorded in writing, and communication with both the individual and the parents of the child or children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school will afford due weight to the views of the LADO and to the policy when making a decision about suspension.

Should an allegation be made against a member of the boarding staff team, the school will ensure that the member of staff is given alternative accommodation. As the school has a boarding department, it is acutely aware of the risk posed by relationships formed within that community and the potential for abuse by peers. As such, all boarding staff are trained in Child Protection and are well versed in safeguarding responsibilities and regulations.

The school recognises the October 2012 restrictions on the reporting/publishing of allegations against members of staff and will make every effort to maintain confidentiality and guard against unwanted publicity. The school recognises that these restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA (<https://www.gov.uk/government/organisations/teaching-regulation-agency>) publish information about an investigation or decision in a disciplinary case.

The school will promptly report to the DBS any person (employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and where they have caused harm or posed a risk of harm to a child (ie. the DBS referral criteria are met).

The school recognises that ceasing to use a person's services includes dismissal, non-renewal of a fixed-term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation, voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The school will include as much evidence about the circumstances of a case as possible and recognises that failing to do this constitutes an offence. Compromise agreements will not and cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to co-operate with an investigation. The school has a legal duty to respond to requests from the DBS for information which it holds already, but the school does not have to find it from other sources. The school understands that it will be asked, as part of routine inspection, to confirm that it has disclosed to inspectors all instances of action in relation to safeguarding concerns.

As an independent school, St Edmund's recognises its duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) - a prohibition order may be appropriate for reasons of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an TRA referral. The school looks to the TRA website for further information on this matter.

All staff need 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.

For specific guidance on how to respond to allegations against staff, please refer to the school's Whistleblowing Policy.

If there has been a substantiated allegation made against a member of staff, the school will work with the LADO team to determine whether any improvements need to be made to the school's procedures or practice in order to help prevent similar events in the future.

N. Guidelines for Staff (see the school's Staff Code of Conduct)

Avoid any physical contact with pupils which is not in accordance with DfE guidance on handling pupils (available in the Policies section of the school's intranet) and which is open to misinterpretation.

All adults working with pupils in education settings are in positions of trust in relation to the young people in their care. There is potential for exploitation and harm of vulnerable young people. Staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Where a person aged 18 or over is in a position of trust with a child under 18, or a pupil still at school even if they are over 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

This means that staff should not use their position to gain access to information for their own advantage and/or a pupil's or family's detriment, use their power to intimidate, threaten, coerce or undermine pupils, use their status and standing to form or promote a relationship with a pupil which is of a sexual nature or attempt to initiate a relationship of a sexual nature with a recent ex-pupil

One-to-one tuition should only take place where both parties are visible e.g. through a window, or vision panel. Doors should not be secured.

Care must be taken in one-to-one sports coaching, such that no action/comment might be misconstrued. Also in specialist music lessons (eg. with one-to-one lessons conducted by peripatetics) and in teaching, due care should be taken to ensure that a child or adult does not find themselves in a situation which might cause awkwardness or misinterpretation, and care should be taken when there are movements of location.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

Staff should avoid electronic communication with pupils unless it is absolutely necessary. Any inappropriate communications contravenes the Staff Code of Conduct and is a serious disciplinary offence. Staff should not establish or seek to establish social contact with pupils, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a member of SMT. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

Staff must not give their personal details such as their home or e-mail address; social network sites, gamer tags or web pages to students unless the need to do so is agreed with senior leadership.

Mobile phones will not be used when staff are in contact with children except in an emergency e.g. on a trip, at Forest school or in late stay when it is the only way of communicating. Only school cameras are used to take photographs and these photographs are not transferred to home computers.

In exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force' to safeguard a pupil or others. Examples could be guiding a child to safety by the arm, or in more extreme circumstances, intervening to break up a fight or prevent physical injury.

Before intervening physically, staff should wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured

approach. Staff should be particularly aware of children with SEND given the additional vulnerability of the group.

Staff should read the details provided in the Behaviour Management policy on this issue which provides more detail and also information on how such incidents should be recorded:

<https://sites.google.com/a/stedmunds.org.uk/staff-policies/home/3-18>

And the DFE advice on the use of reasonable force in schools:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

O. Training

The DSLs are trained at least every two years in Child Safeguarding and inter-agency working. This training must be provided either by the local social services department or by an agency acceptable to the KSCMP.

The Head and all staff in the school who work with children are trained in safeguarding annually via Inset or accredited online training courses. Training will be provided more frequently than that, for example via email updates and staff briefings, should the need arise.

All staff, including temporary staff and volunteers, are provided with induction training that includes a study of the school's Safeguarding policy and the staff Code of Conduct policy, the identity of the DSL and their Deputies being made clear and a copy of Part 1 of KCSIE being distributed. All members of staff a copy of the Staff Handbook which includes the Acceptable Use of ICT policy. New staff are also introduced to the school's Whistleblowing policy and are briefed on its procedures. All staff have access to KCSIE's Part 1 of the guidance on the school's intranet in the policies area (volunteers are supplied with hard copies) and confirm that they have read it as part of their safeguarding training. Each time the guidance is updated, the latest version is circulated by email and hard copy with staff once again confirming they have read and understood it. Explanatory presentations are held at time of distribution, directing staff in particular to Annex A; staff can always seek clarification from the DSL/Deputy DSL throughout the year and key reminders are given at staff briefings as necessary.

Temporary staff and voluntary staff who work with children are to be made aware of the school's Safeguarding arrangements, including at least a spoken briefing and a hard copy of the school's Safeguarding Policy.

The school recognises that volunteers in regulated activity must have regular child protection training as specified by the KSCMP and can confirm that it is compliant in this respect.

The school's Safeguarding Policy is available to all staff on the school's intranet.

Pupils are instructed about safeguarding, including E-safety, through the curriculum and in PSHEE (see the school's Curriculum policies in the Policies section of the school's intranet). The school pays particular attention to practices to help pupils adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet and makes use of: The UK Safe Internet Centre (www.saferinternet.org.uk) and CEOP's Thinkuknow website (www.thinkuknow.co.uk).

The school ensures that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. Lydia Blench, the Senior School's Head of Learning Enhancement, is the designated member of staff with responsibility for such pupils' welfare and progress, and has up to date assessment information from the local authority, the

most recent care plan and contact arrangements with parents and delegated authority to carers. In respect of such children, the school is aware of the statutory guidance to the local authority about how it supports the school with the pupils' care and education ('Promoting the education of looked after children'). The designated member of staff who has responsibility for the welfare of looked after children in the school is, for the Senior School, the Deputy Head (Pastoral), Catherine Shearer, for the Junior School, the Deputy Head, Holly Goodwin, and for the Pre-Prep, the Head, Julia Exley. In respect of looked after children, the school pays regard to the statutory guidance, *'Promoting the education of looked after children'*. Staff have access on PASS and through the relevant Housemasters to information that they might need about the child's status, contact arrangements and delegated authority to carers, and information available to the DSLs.

The DSL ensures that there are opportunities for staff to review their own practice, to discuss any concerns that they might have about welfare and safeguarding matters and keeps staff aware of child protection procedures. Staff are informed that they have a personal and professional duty to report welfare and safeguarding concerns to the DSL or their Deputies or, in the absence of action, directly to the KSCMP. The school recognizes that all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

P. Safer Recruitment

The school takes account of the government guidance on safer recruitment and operates safer recruitment procedures, making reports to the Disclosure and Barring Service (DBS) and making pre-appointment checks on volunteers, staff of contractors and other individuals who are not members of the school's staff or supply staff in accordance with the requirements set out in Part 3 of KCSIE (2019). It complies with the requirements of Part 4 of ISI Regulatory Requirements (Sep 2018), *Suitability of Staff, Supply Staff and Proprietors*. 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.

St Edmund's School is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority. The Governing Body and School Leadership is responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including vetting individuals from countries within the European Economic Area (EEA) who will be carrying out teaching work to ensure that such individuals are not subject to sanction or restriction imposed by another EEA professional regulating authority for teachers; accurate maintenance of the Single Central Register (of appointments); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role. The school follows a written appointments procedure (Recruitment and Selection Policy) when employing members of staff. The Governing Body will ensure that the Head, the Head of the Junior School and other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

Q. Employees of Other Organisations Responsible for the School's Pupils

When employees of another organisation are taking responsibility for the school's pupils on a site other than the school (e.g. on camps, field trips, visits to activities centres, etc.), assurance must be received that they have been subject to appropriate Safeguarding checks and that appropriate child safeguarding procedures apply to them.

R. Reporting to the DBS (Disclosure and Barring Service)

The school is committed to reporting to the DBS within one month of their leaving the school any person (employed, contracted, a volunteer or student) whose services are no longer used because he/she is considered unsuitable to work with children.

Such circumstances could include: dismissal; non-renewal of fixed-term contract; ceasing to engage a supply teacher (whether or not provided by an agency); terminating the place of a student or teacher trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; voluntary withdrawal from any of the above forms of employment or engagement at the school.

The school ensures that volunteers in regulated school activity have regular child protection training as specified by the Kent Safeguarding Children Multi-agency Partnership.

It is an offence not to make a report under the circumstances listed above.

Compromise agreements do not apply in this connection.

The school has a legal duty to respond to requests from the DBS for information which it holds.

S. Review of Policies and Procedures

The DSL, their Deputies and the Head must be alert to the possibility of the need to amend the school's Safeguarding policy and procedures in the light of any deficiencies or weaknesses that may materialise or in respect of new regulations or guidance from regulatory bodies, or changes of personnel. Any such adjustments and changes must be made without delay.

The DSL and their Deputies will monitor the working of the school's Safeguarding policy and procedures and will report at least annually to the Head on their efficacy as well as the efficiency with which they have been discharged. The DSL and the Head will ensure regular reporting on safeguarding activity and systems in school to the Governing Body.

All relevant policies will be reviewed on an annual basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The school's nominated governor for safeguarding is Councillor Pat Todd. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

The nominated governor will deal with the LEA when required and manage any accusations against the Head, the Head of the Junior School, the Head of the Pre Prep or a member of the Governing Body.

The Chairman of Governors signs off the Safeguarding Policy following its annual review (or when the policy sees change before the annual review takes place).

The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

T. Boarding and Chorister Matters

As a boarding school we closely monitor the presence of pupils to ensure their safety. In the event of the apparent disappearance of a pupil, school staff should consult the Missing Pupil Policy. All boarding staff will be made aware of action in the event of a missing pupil.

Arrangements are made to ensure the safeguarding and promotion of the welfare of boarders while they are accommodated at the school. These arrangements have regard to the National Minimum Standards for Boarding Schools.

In a senior boarding setting, personal relationships are a certainty. The role of boarding staff is not to become involved in these relationships, though, of course, their counsel will be sought by the young people in question. Staff must observe discreetly and notify the DSL or their Deputies if any relationship issues are having a negative impact upon a boarder's wellbeing or safety. It is important not to create an environment where young people feel the need to hide their emotions, but, at the same time, the school has a duty to individuals and to the wider community to know that our boarders are not encouraged to engage in risky behaviour as a result of lack of supervision or attention. An important part of our securing and patrolling the main building is to send the reassuring message that staff are alert and attentive and will report on.

The school is responsible for the welfare and safeguarding of the Canterbury Cathedral Choristers when in residence at Choir House. This includes the 'boarder choir' periods when the main school is closed and also when Choristers are involved in non-Cathedral recreational activities off site. Any safeguarding concerns must be reported immediately to DSL for Junior School, Holly Goodwin). They will be progressed in line with our school's safeguarding procedures.

When the Choristers are in the Cathedral, in transit from Choir House to the Cathedral, or away on Cathedral business, such as on overseas singing trips, the responsibility for their welfare and safeguarding is with the Cathedral. Any safeguarding issue in that context will be progressed through the Cathedral's safeguarding procedures.

We have a close working relationship with the Cathedral and its safeguarding team to ensure the wellbeing of the Choristers. This includes an agreement that if a Chorister safeguarding matter comes to our attention we shall immediately contact the Cathedral and work closely with their Safeguarding Lead, Elaine Rose, (01227 865285). Likewise the Cathedral will immediately contact the Head of the Junior School or the Junior School DSL, if a Chorister safeguarding issue comes to their attention. This is to ensure that a joint strategy is put in place between us from the outset over clarifying: the lines of respective safeguarding responsibility; how the matter will be investigated; and what the ongoing liaison arrangements should be on the case. The Cathedral's Safeguarding Lead and the Head of the Junior School hold regular scheduled liaison meetings as well as maintaining ad hoc communications as above. Paula Stones, the Choir House Houseparent, is also DSL trained.

Those in the school with a connection with the Choristers, including all staff at Choir House, have access to the Cathedral safeguarding policy and procedures with key staff receiving safeguarding training delivered by the Cathedral. Likewise those with connections with the Choristers at the Cathedral have access to our school safeguarding procedures. School and

Cathedral have each had an input in the drawing up of each other's safeguarding procedures.

U. EYFS

The school has a full safeguarding provision for pupils accessing the Early Years Foundation Stage and adheres to the DfE's paper 'Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five' (published March 2014 and effective from September 2015). Particular note is paid to the restrictions placed on the use of mobile phones and cameras in relation to EYFS Statutory Framework, section 3.4. As such, mobile phones of all staff and visitors entering the EYFS area of the school will be locked away securely upon entry.

The school recognises the need to inform Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises - as soon as practicable and within 14 days at latest.

In accordance with EYFS Statutory Framework, section 3.6, the school trains all staff to understand the safeguarding policy and procedures, and ensures that all staff have up to date knowledge of safeguarding issues. The school's training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

The Childcare (Disqualification) Regulations and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 removed the 'Disqualification by association' requirement from schools and registered non-domestic childcare settings. St Edmund's School recognizes its continuing responsibility to ensure that staff and volunteers who work in or manage early years childcare and 'wrap-around' care for under 8s are not personally disqualified – but will no longer extend its enquiries to those who live and work in their households.

Therefore, in accordance with Childcare (Disqualification) Regulations and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, the grounds for disqualification are not only that a person is barred from working with children (ie. included on the DBS children's barred list) but also include that:

- (i) They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad.
- (ii) Other orders have made against them relating to the care of children.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. The DfE has advised that relevant convictions are not considered 'spent' in this connection.

This applies to staff who work in Early Years provision and to those who work in later years provision for children who have not yet reached the age of 8. It also applies to employees who are directly concerned in the management of such provision even though they may not work in the Early Years or relevant Later Years provision themselves. Early Years provision includes any education or supervised activity for a child until 1 September following their fifth birthday. It applies to all provision for children in that age range during and outside school hours, including Nursery and Reception classes. Later Years provision

covers childcare that is provided outside school hours including before and after school care.

V. Useful contacts:

Kent Police: Canterbury Police Station - Old Dover Road, Canterbury, CT1 3JQ – Tel.101

Children’s Social Services – Tel. 0300 041 11 11

Disclosure and Barring Service – Disclosure helpline – customerservices@dbs.gsi.gov.uk – Tel 0870 909 0811

Kent County Council Safeguarding Contacts:

Head Office Sessions House Room 2.04, Sessions House, County Hall, Maidstone ME14 1XQ			
Claire Ray Principal Officer	03000 415788	07920 108828	claire.ray@theeducationpeople.org
Peter Lewer Training & Development Officer	03000 418707	07740 183807	peter.lewer@theeducationpeople.org
Linda Funnell Education Safeguarding Support Officer	03000 411995		linda.funnell@theeducationpeople.org
Rebecca Avery Education Safeguarding Adviser – Online Protection	03000 415797	07789 968705	rebecca.avery@theeducationpeople.org
Ashley Assiter e-Safety Development Officer (Maternity leave till January 2019)		07545 743310	ashley.assiter@theeducationpeople.org
Kay Ashman Admin Support		or for general enquiries: essafetyofficer@theeducationpeople.org	
EAST KENT (Swale, Canterbury, Thanet) Brook House, Reeves Way, Whitstable CT5 3SS			
Julie Maguire Area Safeguarding Adviser (Education)	03000 418503	07968 620707	julie.maguire@theeducationpeople.org
Tracy McDowell-Austin Area Safeguarding Assistant		079686322751	tracy.mcdowell-austin@theeducationpeople.org
Heather Bowden Admin Support (part-time)			

Key contacts:

East Kent Safeguarding Team and Area Safeguarding Advisor (Education) –Julie Maguire– Brook House, Reeves Way, Whitstable, Kent CT5 3SS – Tel 03000 418503 or 07968 620707 or julie.maguire@theeducationpeople.org

If a child is in immediate danger and the call cannot go through to the officer on duty, call:

Central Duty: 03000 411111 (outside office hours 03000 419191)
Early Help & Preventative Services: earlyhelp@kent.gov.uk 03000 419222

NSPCC whistle blowing helpline – 0800 028 0285 / Email: help@nspcc.org.uk

Ofsted – 08456 404045 (reporting child welfare concerns in the context of boarding)
 - 08456 404046 (Whistleblowing hotline, Mon-Fri 8am – 6pm), also via email: whistleblowing@ofsted.gov.uk and by texting 60086

Prevent - DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk. See also: police contact details and Channel support through our local authority (Kent).

Multi Agency Risk Assessment Conferences (MARAC) –
socialservices@rbkc.gov.uk – Tel 020 7361 3013

W. Terminology

The following terminology is used throughout this policy:

- **Abuse** is defined as ‘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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children’ (KCSiE 2019 p8)
- **Child/Pupil** refers to all young people including those who have reached their 18th birthday
- **Child in Need:** Defined under the Children Act 1989 as ‘a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.’ Children in Need may require multi-agency support, eg CAMHS, TAF, TAC (such as pupils with eating disorders or depression)
- **Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm
- **Children at Risk:** Those children who suffer from an acute problem or may be at significant risk of immediate harm. They require an immediate referral to Children’s Social Care, Designated Officer (LADO) support or the Police
- **Consent:** Having the freedom and capacity to choose. In the context of sexual activity it means that a person may agree to one kind of action but not another. Consent can be withdrawn at any time during sexual activity and each time the sexual activity occurs.
- **Contextual Safeguarding:** Considering the context within which certain incidents and/or behaviours occur. Assessments of children should consider such factors, and the information provided by schools to agency decisions can prove very useful
- **Early Help:** KCSiE defines this as action that ‘provides support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.’ (KCSiE 2019 p. 6). If Early Help is appropriate, the DSL will liaise with other agencies to support the child, and will keep the situation under constant review.
- **Parent:** Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **Peer-on-Peer Abuse** refers to a range of types of abuse perpetrated by a child on another child, including cyberbullying, physical assault (eg hitting, kicking, shaking, biting, hair pulling), verbal bullying, sexual assaults, gender-based violence, sexting (also known as ‘youth-produced sexual imagery’) and initiation / ritualistic types of violence (also known as ‘hazing’)

- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully
- **Sexual Assault:** intentional sexual touching without consent
- **Sexual Harassment:** Unwanted conduct of a sexual nature which can occur online and in real life. Sexual harassment violates the victim's dignity, makes them feel intimidated, degraded and humiliated, and can create a hostile, offensive and sexualised environment
- **Sexual Violence** includes acts such as rape, assault by penetration and sexual assault
- **Significant Harm** is the threshold that justifies compulsory intervention in family life in the best interests of the child. There are no absolute criteria on which to rely when judging what constitutes significant harm, but consideration should be given to the following:
 - The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another
 - The duration and frequency of abuse or neglect
 - The extent of premeditation

Staff refers to all those working for or on behalf of the school, full-time or part-time, in either a paid or voluntary capacity

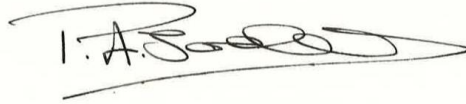
X. References:

The school, in creating this policy, has had regard to the following guidance:

Keeping Children Safe in Education (2019), *Keeping Children Safe in Education* (2016) (KCSIE) including the incorporated *Disqualification under the Childcare Act (2006)* (June 2016), *Working Together to Safeguard Children* (July 2018) (WTSC)), *'Information Sharing'* (March 2015), *Prevent Duty Guidance: for England and Wales* (March & July 2015), *Multi-Agency Practice Guidelines: Female Genital Mutilation* (2014), *What to do if you're worried a child is being abused'* (March 2015), *The Prevent duty : Departmental advice for schools and childminders* (June 2015), *The use of social media for on-line radicalisation* (July 2015), *SEND Code 2015*, *Mental Health and Behaviour in Schools* (March 2015), *Counselling in schools : a blue print for the future* (March 2015), statutory guidance, *'Promoting the education of looked after children'*, The Children Acts 1989 and 2004, the Education Act 2002 , Framework for the Assessment of Children in Need and their Families 2000

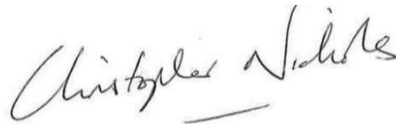
Additional extended KSCMP procedures relating to specific safeguarding issues can be found on the KSCMP website kscmp@kent.gov.uk

Further information and guidance on safeguarding matters may be found on the Kent County Council website, www.kenttrust.web.org.uk (go to *Specialist Children's Services*, then *Children's Safeguards*)



Governor with Responsibility for Safeguarding

Chairman of Governors



Date: September 2019

Review Date: September 2020

Version Number	Date of Amendment	Signature
1	September 2013	LJMH
2	May 2014	LJMH
3	October 2014	LJMH
4	December 2014	LJMH
5	January 2015	LJMH
6	September 2015	LJMH
7	May 2016	LJMH
8	September 2016	LJMH
9	March 2017	LJMH
10	September 2017	LJMH
11	February 2018	LJMH
12	September 2018	EOC
13	December 2018	EOC
14	September 2019	EOC

Appendix 1

St Edmund's School Canterbury Safeguarding: E-Safety Policy

1. Scope of the Policy

The Head and Governing body have a legal responsibility to safeguard children and staff and this includes online activity.

As such, this policy is an integral part of our Safeguarding provision. This policy applies to all members of the St Edmund's School community (including staff, governors, pupils, volunteers and visitors) who have access to and are users of school ICT systems, both in and out of the school. This E-Safety Policy and its implementation will be reviewed annually.

The School fully appreciates the fundamental relationship between E Safety and Pupil Safeguarding and its legal obligations to safeguard all its pupils (See "Safeguarding Policy" and "Keeping Children Safe in Education" DfE September 2019). The School also recognises that the *Education and Inspections Act 2006* empowers Headteachers to regulate reasonably the behaviour of pupils when they are away from the school site. This is especially pertinent to incidents of cyberbullying, or other E-Safety incidents, which may occur away from the school premises, but are linked to membership of the school. The *2011 Education Act* gave greater powers to Headteachers with regard to the searching of electronic devices and the deletion of data. The School also understands its legal responsibilities under the *Counter-Terrorism and Security Act 2015*, to take every effort to prevent individuals from being drawn into terrorism through the internet or by other means, and to challenge extremist ideas propagated by terrorist organisations.

The School follows guidance provided by Kent County Council's "Kent Online Safety Guidance for Educational Settings (KELSI)" and subscribes to the Kent E-Safety blog. We also seek advice when necessary from the Education Safeguarding Officer (Online Protection) for Kent at esafetyofficer@kent.gov.uk.

The School will deal with E-Safety incidents with regard to this policy and other relevant policies ("Punishment" and "Anti-bullying" policies) and seek to keep Parents and Guardians fully informed of any E-Safety incidents or threats.

2. Roles and Responsibilities

E-Safety Co-ordinator

The school's E-Safety Co-ordinator is Mr Ross Underwood (DSL)

Board of Governors

The Board of Governors is responsible for the approval of the E-Safety Policy and for reviewing the effectiveness of the policy. At St Edmund's the E-Safety Governor is Mr Pat Todd who has overall responsibility for Safeguarding. This E-Safety policy and its implementation will be reviewed annually and approved by Governors.

Head

The Head, Mr Edward O'Connor, has a duty of care for ensuring the safety (including e-safety) of all members of the school community, though the day to day responsibility for e-safety is delegated to the E-Safety Co-ordinator

Designated Safeguarding Lead & E-Safety Co-ordinator (Mr Ross Underwood)
rpu@stedmunds.org.uk is trained in e-safety issues and aware of the potential for serious child protection and/or safeguarding issues to arise from:

- sharing of personal data
- access to illegal or inappropriate materials
- inappropriate on-line contact with adults/strangers
- potential or actual incidents of grooming
- cyber-bullying
- The DSL organises annual E-Safety events within the school to inform pupils and maintain the profile of the issue among the pupils and staff body (alongside this there are more infrequent visits from external experts.
- The DSL provides online training options to staff in E-Safety via accredited platforms such as Educare.
- takes responsibility for E-safety issues and has a leading role in establishing and reviewing the school E-safety policies and documents
- runs regular network security “health checks” with the network manager
- provides training and advice for staff, pupils, parents and governors
- liaises with external authorities and consultancies where necessary
- liaises with school technical staff to ensure network security
- liaises with E-Safety Governor and the Designated Safeguarding Lead to review reports of E-Safety incidents
- attends relevant meetings of the Board of Governors as necessary
- reports regularly to the School’s Leadership Group on E-Safety issues

Network Manager (Mr Tim Prior) is responsible for ensuring:

- that the school’s technical infrastructure is secure on a day to day basis
- that users may only access the networks and devices through a properly enforced password protection policy
- the filtering policy is applied and updated on a regular basis
- that they keep up to date with e-safety technical information and brief key staff accordingly
- that the use of the network is regularly monitored in order that any misuse or attempted misuse can be reported to the E-Safety Co-ordinator
- that monitoring software or systems are implemented and updated

Teaching and Support Staff are responsible for ensuring that:

- they have read the Staff Acceptable Use of ICT Policy and signed the associated Code of Conduct Agreement
- they report any suspected misuse or problems to the E-Safety Coordinator
- digital communications with all members of the St Edmund's community (pupils, parents, colleagues) must always be conducted on a professional level and **only carried out using official school systems**
- they monitor the use of digital technologies (mobile devices, cameras etc) in lessons and other school activities and implement current policies with regard to these devices
- internet use in lessons is pre-planned and closely monitored to ensure pupils do not gain access to inappropriate material (possibly pornography or websites depicting violence or promoting extremist political views)

Pupils:

- are responsible for using the school's ICT systems in accordance with the Pupils' Acceptable Use of ICT Policy available here:
<https://sites.google.com/a/stedmunds.org.uk/staff-policies/home/3-18>
- must report any instance of abuse, misuse or access to inappropriate materials to a member of staff
- must know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.
- must understand the importance of adopting good E-Safety practice when using digital technologies out of school and realise that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school.

Parents & Guardians

Parents play an important role in ensuring that their children understand the need to use the internet and mobile devices in an appropriate way. This is reflected in the School's "E-Safety Consent and Rules for Pupils and Parents" policy available here –

<https://sites.google.com/a/stedmunds.org.uk/staff-policies/home/3-18>

The School will take every opportunity to help parents understand these issues through parents' E-Safety evenings, Parentmails, letters and other means. Parents will be encouraged to support the School in promoting good E-safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events
- access to parents' sections of the St Edmund's website
- their children's personal devices in the school

Internet use is an integral part of the curriculum and is a necessary tool for learning. The school has a duty to provide pupils with good quality internet access as part of their learning experience and recognises a duty to teach pupils how to evaluate internet information and to take care of, and responsibility for, their own safety and security.

The purpose of internet use in schools is to raise educational standards, to promote pupil achievement, develop research skills, to support the professional work of staff and to enhance the school's management functions.

Internet access is an entitlement only for those who show a responsible and mature approach to its use; the school reserves the right to withdraw it if it has concerns about the uses to which it is being put by any individual. Pupils will be taught what internet use is acceptable and what is not, and will be given clear objectives for internet use.

The school will strive to ensure that copying and the subsequent use of internet-derived materials by staff and pupils complies with copyright law. Access levels to the internet will be reviewed to reflect the curriculum requirements and the age and ability of pupils. Pupils will be educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation; they will be taught to acknowledge the source of information used and to respect copyright when using internet material in their own work; and they will be taught to use age-appropriate tools to research internet content

3. Managing Information Systems

The security of the school information systems and users will be reviewed regularly by the E-Safety Co-ordinator and the Network Manager

- Virus protection will be updated regularly
- Personal data sent over the internet or taken off site will be encrypted
- Unapproved software will not be allowed in work areas or attached to e-mail
- Files held on the school's network will be regularly checked
- There will be a regular review of the school's system capacity conducted by the Network Manager
- The use of user log-ins to access the school's network systems will be enforced
- The above issues will form a repeat agenda item for the ICT Group

4. Filtering

The school uses educational broadband connectivity through Virgin Media Business.

The school uses a Palo Alto Firewall which blocks sites which can be categorised as: pornography, racial hatred, extremism, gaming and sites of an illegal nature.

The school filtering system blocks all sites on the [Internet Watch Foundation](#) (IWF) list.

The school works with Virgin Media Business to ensure that our filtering policy is continually reviewed.

The school's broadband access will include filtering appropriate to the age and maturity of pupils.

Breaches of filtering will be reported to the E-Safety Co-ordinator, the Head of the Junior School or the Head of the Pre-Prep. Offenders may be banned for a fixed period from the network, or, if the breach is such as to constitute a breach of the law, the incident will be reported to appropriate agencies such as Kent Police or CEOP.

If staff or pupils discover unsuitable sites, the URL will be reported to the school's E-Safety Co-ordinator who will record the incident and escalate the concern as appropriate.

The school is careful not to encourage the use of pupils own 3g and 4g enabled devices as these cannot be filtered by the school. Any evidence that mobile data is being used inappropriately will result in the device being confiscated and parents notified of the offence. It might be that pupils face disciplinary action in line with the e-safety policy depending on the content accessed.

5. Emerging Technologies

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed. Pupils will be instructed about safe and appropriate use of personal devices both on and off site in accordance with the Pupils' Acceptable Use of ICT policy.

6. Personal Data

Personal data will be recorded, processed, transferred and made available online in accordance with General Data Protection Regulations (GDPR) and Data Protection legislation.

7. Authorisation of Internet Access

The school will maintain a current record of all staff and pupils who are granted access to the school's electronic communication systems. Staff will read "Staff Acceptable Use of ICT

Policy" and sign the "Code of Conduct" before using any school ICT resources. Parents will be asked to read the school's Acceptable Use policy relating to pupil access, which pupils themselves sign.

All visitors to the school site who require access to the school's network or internet access will be asked to read and sign an Acceptable Use policy. Parents will be informed that pupils will be provided with supervised internet access appropriate to their age and ability.

The school will take all reasonable precautions to ensure that users access only appropriate material. However, owing to the nature of internet content, it is not possible to guarantee that access to unsuitable material will never occur via a school computer. The school cannot accept liability for the material accessed, or any consequences resulting from internet use. Methods to identify, assess and minimise risks will be reviewed regularly by the E Safety Co-ordinator and the Network Manager.

The use of "Proxy Servers" is strictly forbidden and pupils or staff seeking to access such sites will face a disciplinary response from the school.

8. Network Passwords

It is important that we take all reasonable measures to secure protect the whole St Edmund's community from online threats.

The password requirements for staff are:

- A minimum of 8 characters (combination of letters and numbers)
- Contains both lower and upper cases (and ideally symbols “%” for example)
- Staff are advised to change passwords monthly
- Pupils will use a 6 digit password.

9. Managing Email

- All staff and pupils receive a password protected Gmail account on arrival at the school
- This should only be used for professional and educational purposes
- Staff and pupils must never communicate using personal email accounts
- All emails must be appropriate in terms of content and tone
- Misuse of the email system could lead to disciplinary action being taken against staff or pupils
- Detailed rules and guidance for staff on email usage can be found in the Staff Acceptable Use of ICT policy
- Detailed rules and guidance for pupils on email usage can be found in the Pupil Acceptable Use of ICT policy

10. Managing Social Media

Staff:

The safe and responsible use of social networking, social media and personal publishing sites will be discussed with all members of staff as part of staff induction and will be revisited and communicated via regular staff training opportunities

Teachers wishing to use social media tools with pupils as part of the curriculum should risk-assess the sites before use and check sites’ terms and conditions to ensure the site is age-appropriate. If in any doubt, they should consult the School’s E-Safety Co-ordinator.

Staff must not accept current school pupils as “friends” on social media sites. Nor should they discuss the school or pupils of the school on any social media platform. Any pre-existing relationships or exceptions that may compromise this will be discussed with Designated Safeguarding Lead and/or the headteacher.

All members of staff are advised to safeguard themselves and their privacy when using social media sites. This will include (but is not limited to):

- Setting the privacy levels of their personal sites as strictly as they can
- Being aware of location sharing services

- Opting out of public listings on social networking sites
- Logging out of accounts after use
- Keeping passwords safe and confidential
- Ensuring staff do not represent their personal views as that of the school

Members of staff are encouraged not to identify themselves as employees of St Edmund's School on their personal social networking accounts. This is to prevent information on these sites from being linked with the school and also to safeguard the privacy of staff members.

Pupils:

Safe and appropriate use of social media will be taught to pupils as part of an embedded and progressive education approach, via age appropriate sites and resources.

Any concerns regarding pupils' use of social media, both at home and at school, will be dealt with in accordance with existing school policies including anti-bullying and behaviour management. Concerns will also be raised with parents/carers as appropriate, particularly when concerning underage use of social media sites or tools.

Pupils will be advised:

- To consider the benefits and risks of sharing personal details on social media sites which could identify them and/or their location. Examples could include real/full name, address, mobile or landline phone numbers, school attended, other social media contact details, email addresses, full names of friends/family, specific interests and clubs.
- To only approve and invite known friends on social media sites and to deny access to others by making profiles private/protected.
- Not to meet any online friends without a parent/carer or other responsible adult's permission and only when a trusted adult is present.
- To use safe passwords.
- To use social media sites which are appropriate for their age and abilities.
- How to block and report unwanted communications and report concerns both within school and externally.

11. Managing the Safety of the School Website

The school will ensure that information posted on our website meets the requirements as identified by the Department for Education (DfE).

- The school will ensure that our website complies with guidelines for publications including: accessibility; data protection; respect for intellectual property rights; privacy policies and copyright.

- Staff or pupils' personal information will not be published on our website; the contact details on the website will be the school address, email and telephone number.
- The administrator account for the school website will be secured with an appropriately strong password.
- The school will post appropriate information about safeguarding, including online safety, on the school website for members of the community.

12. Cyberbullying

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual, or by a group of people, to deliberately and repeatedly upset someone else. Cyberbullying is a method of bullying and, even if it happens wholly online, should be viewed and treated the same as "real world" bullying. It can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Cyberbullying, as with all other forms of bullying, of any member of the school community will not be tolerated. The school's anti-bullying policy applies in these cases. All incidents of alleged cyberbullying reported to the school will be recorded. Pupils, staff and parents/carers will be advised to keep records of the bullying as evidence. The school will take steps to identify the bully, where possible and where appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, contacting the service provider and, if necessary and appropriate, the police.

- Sanctions for those involved in cyberbullying include all those for bullying, as well as potentially:
- The bully may be asked to remove any published material deemed to be offensive or inappropriate;
- A service provider may be contacted to remove content if the bully refuses, or is unable to delete content;
- Internet access within school may be suspended for the user for a period of time;
- Parents/guardians will be informed;
- The police will be contacted if a criminal offence is suspected.

13. Online Hate

- Online hate content, directed towards or posted by, specific members of the community will not be tolerated at St Edmund's School and will be responded to in line with existing school policies, including Anti-bullying and Behaviour.
- All members of the community will be advised to report online hate in accordance with relevant school policies and procedures.
- The Police will be contacted if a criminal offence is suspected.

- The Designated Safeguarding Lead will obtain advice through the Education Safeguarding Team and/or Kent Police as required.

14. PREVENT: The Issue of Radicalisation

The Counter-Terrorism and Security Act 2015, places a legal responsibility on schools to take every effort to protect members of their community from the threat of political radicalisation.

- The school will take all reasonable precautions to ensure that children are safe from terrorist and extremist material when accessing the internet in school.
- If the school is concerned that a child or parent/carer may be at risk of radicalisation online, the Designated Safeguarding Lead will be informed immediately and action will be taken in line with the school Safeguarding Policy.
- If the school is concerned that member of staff may be at risk of radicalisation online, the Headteacher will be informed immediately and action will be taken in line with the Staff Grievance and Disciplinary Procedures and the Staff Code of Conduct

We approach this issue in four ways:

Providing a safe online environment

- The School has strong filters in place to block pupil access to violent or otherwise inappropriate materials. Pupils are required to sign up to an Acceptable Use of ICT policy that specifically prohibits them from seeking to access such sites. Internet usage is monitored on a weekly basis and pastoral and/or disciplinary responses may follow if a pupil's usage breaches our rules or raises concerns. The School will also seek to block specific sites and search terms too if they appear to pose a risk to our pupils. Furthermore, pupils receive advice and instruction from teaching and pastoral staff on safe internet usage.

Assessment of Pupil Behaviours

- The pastoral monitoring systems of the School have a vital role to play in preventing radicalisation of pupils. At St Edmund's pupils are monitored closely by tutors and
- Housemasters and issues of concern are discussed at the weekly pastoral meeting and whole staff meeting on Tuesdays at 8am and 10am respectively. Where necessary a pastoral intervention or even counselling may be provided. The School will also seek advice and support from the local authority when concerns regarding pupil radicalisation arise.

Staff Training and Information

- The School recognises that it has a responsibility to provide INSET to staff on the issue of radicalisation to ensure that they remain vigilant and informed on the issue. It will also ensure staff are aware of how to respond appropriately if concerned about the possible radicalisation of a pupil.

Promoting Fundamental Values

- The School will vigorously promote fundamental values such as fairness, democracy, tolerance and the rule of law through its PSHEE Programme, its Tutorial

Programme, Chapels and Assemblies, the curriculum and all other daily interactions between pupils and staff.

Contacts and Resources

- Government advice to schools on this issue can be accessed here:
- <https://www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services>

The Government also provides contact details for alerting authorities to suspected terrorist activity. These include the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk in addition to the local police and 101.

15. Mobile Phones and Other Electronic devices

All use of personal devices and mobile phones will take place in accordance with the law and other appropriate school policies, including, but not limited to: Anti-bullying, Behaviour and Safeguarding.

The School recognises that mobile phones and other electronic devices can present a number of problems when not used appropriately:

- Mobile phones with integrated cameras could lead to child protection, bullying and data protection issues with regard to inappropriate capture, use or distribution of images of pupils or staff
- Their use can render pupils or staff subject to cyberbullying
- Internet access on phones and personal devices could potentially allow pupils to bypass school security settings and filtering
- They are valuable items which may be stolen or damaged
- They can undermine classroom discipline as they can be used on “silent” mode
- **The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the school community and any breaches will be dealt with as disciplinary matters in conjunction with relevant school policies.**

Staff

Members of staff will ensure that use of personal phones and devices takes place in accordance with the law, as well as, relevant school policy and procedures: for example, Safeguarding, the Staff Code of Conduct and Acceptable Use of ICT policies.

- Staff must not give their mobile phone numbers to pupils or seek to contact pupils by SMS “text” messaging .
- Members of staff are not permitted to use their own personal phones or devices for contacting pupils or parents and carers.
- Staff will not use personal devices, such as: mobile phones, tablets or cameras:

- To take photos or videos of pupils and will only use work-provided equipment for this purpose.
 - Directly with pupils, and will only use work-provided equipment during lessons/educational activities.
 - In the Pre-Prep (including EYFS) the use of personal electronic devices by staff (Including EYFS), volunteers, students or visitors for any purpose when in the company of children is prohibited. This applies to situations both on-site and off-site (e.g. on trips). When in the presence of children, personal electronic devices should be kept out of sight of pupils and set to silent. In an emergency, personal calls can be directed to the school's landline number so that a message can be relayed to the member of staff.
- If a member of staff is thought to have illegal content saved or stored on a mobile phone or personal device or have committed a criminal offence, the police will be contacted

Pupils

- Pupils will be educated regarding the safe and appropriate use of personal devices and mobile phones and will be made aware of boundaries and consequences.
- St Edmund's School expects pupil's personal devices and mobile phones to be switched off and kept out of sight during the normal school working day.
- If a pupil needs to contact his/her parents or carers they will be allowed to use a school phone.
- Mobile phones or personal devices will not be used by pupils during lessons or formal school time unless as part of an approved and directed curriculum based activity with consent from a member of staff.
- Mobile phones and personal devices must not be taken into examinations.
- Pupils found in possession of a mobile phone or personal device during an exam will be reported to the appropriate examining body. This may result in the pupil's withdrawal from either that examination or all examinations.
- If a pupil breaches the school policy, the phone or device will be confiscated and will be held in a secure place:
- School staff may confiscate a pupil's mobile phone or device if they believe it is being used to contravene the school's Behaviour or Bullying policy, or could contain inappropriate imagery.
- Searches of mobile phone or personal devices will only be carried out in accordance with the school's Search policy.
- Pupils' mobile phones or devices may be searched by a member of the leadership team, with the consent of the pupil or a parent/ carer. Content may be deleted or requested to be deleted, if it contravenes school policies.
- Mobile phones and devices that have been confiscated will be released to parents or carers

- If there is suspicion that material on a pupil's personal device or mobile phone may be illegal or may provide evidence relating to a criminal offence, the device will be handed over to the police for further investigation.
- Detailed rules and guidance for staff on mobile phones and electronic devices can be found in the Staff and Pupils Acceptable Use of ICT policies.

16. Virtual Learning Environment (“VLE”) and “My School Portal”

- Access to the School's VLE and My School Portal is obtained via the school's internet home page
- Access is password protected
- Only staff have the necessary permissions to upload material to the VLE
- VLE content is reviewed on a regular basis by the E Safety Co-ordinator

17. Response to Incidents of Concern

All members of the school community will be informed about the procedures for reporting e-safety concerns, such as breaches of filtering, cyberbullying, accessing illegal content. The E-Safety Co-ordinator will record all reported incidents and all actions taken. The Designated Safeguarding Lead will be informed of any E-Safety incidents involving Safeguarding and/or Child Protection concerns, which will then be escalated appropriately. The School will manage E-Safety incidents in accordance with the school disciplinary policies where appropriate. The School will inform parents and/or guardians of any incidents of concern as appropriate. Where there is a cause for concern that illegal activity has taken place then the E-Safety Co-ordinator will report the concern to the police. If the School is unsure how to proceed with any incidents of concern, then the advice of the County E-Safety Officer will be sought: esafetyofficer@kent.gov.uk. Pupils and parents will be informed of the complaints procedure. Any complaint about staff misuse will be referred to the E-Safety Co-ordinator in the first instance.

18. Reviewing E-Safety

- Network Security is a repeat agenda item at ICT Group Meetings
- E-Safety Co-ordinator and Network Manager will conduct an annual system security audit every January
- The School conducts a weekly review of internet usage and follows up immediately where there is cause for concern
- Staff must report E Safety concerns to the E Safety Co-ordinator using the relevant incident report form
- The E-Safety Co-ordinator will present an E-Safety report and policy review to the Board of Governors (at least annually and more regularly if necessary)
- An external internet security company (Westpoint Ltd) conducts monthly vulnerability tests on our School system

E-Safety Contacts and References

Kent County Council Education Safeguarding Team:

- Rebecca Avery, Education Safeguarding Adviser (Online Protection)
- Ashley Assiter, e-Safety Development Officer
 - esafetyofficer@kent.gov.uk Tel: 03000 415797
- Guidance for Educational Settings:
 - www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding
 - www.kelsi.org.uk/child-protection-and-safeguarding/e-safety/e-safety-classroom-materials
 - www.kelsi.org.uk/child-protection-and-safeguarding/e-safety/e-safety-useful-links
 - Kent e-Safety Blog: www.kentesafety.wordpress.com

KSCMP:

- kscmp@kent.gov.uk

Kent Police:

- www.kent.police.uk or www.kent.police.uk/internetsafety
- In an emergency (a life is in danger or a crime in progress) dial 999. For other non-urgent enquiries contact Kent Police via 101

Other:

- Kent Public Service Network (KPSN): www.kpsn.net
- EiS - ICT Support for Schools and Kent Schools Broadband Service Desk: www.eiskent.co.uk

National Links and Resources

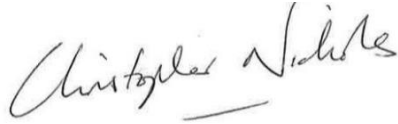
- Action Fraud: www.actionfraud.police.uk
- CEOP:
 - www.thinkuknow.co.uk
 - www.ceop.police.uk
- Childnet: www.childnet.com
- Get Safe Online: www.getsafeonline.org
- Internet Matters: www.internetmatters.org
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org
- NSPCC: www.nspcc.org.uk/onlinesafety
 - ChildLine: www.childline.org.uk
 - Net Aware: www.net-aware.org.uk
- The Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
 - Professional Online Safety Helpline: www.saferinternet.org.uk/about/helpline
- 360 Safe Self-Review tool for schools: www.360safe.org.uk

EOC/RPU

September 2019



Signed: _____
Governor with Responsibility for Safeguarding



Signed:
Chairman of Governors

Date: September 2019

Review Date: September 2020

