



CHILD PROTECTION POLICY

THE FEDERATED GOVERNING BODY OF DANE COURT GRAMMAR SCHOOL AND KING ETHELBERT SCHOOL

Signed by: _____ **Date:** _____

Signed by: _____ **Date:** _____

Agreed: July 2016

To be reviewed: July 2017

CHILD PROTECTION POLICY

1. Rationale

The Governing Body and staff of Dane Court and King Ethelbert Schools take seriously our responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of all children and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess and support those children who are suffering harm.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, Sections 175 and 176 Education Act 2002 and related guidance including:

The Framework for the Assessment of Children in Need and their Families

Working Together to Safeguard Children (2015)

Keeping Children Safe in Education (September 2016)

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

Information sharing (2015)

This policy has been written in conjunction with:

- SEN Policy
- Safeguarding Principles
- Whistleblowing
- Staff Conduct
- E-Safety
- Teaching Standards
- The Prevent Duty

The Designated Safeguarding Leads (DSL) with overall responsibility for child protection at Dane Court Grammar School are Sarah Snaydon (lead) and Steve Sunderland (deputy) and at King Ethelbert School Ian Lanceley (lead), Gail Soal (Deputy).

The member of the governing body who has overall responsibility for child protection is Roy Copper.

2. Purpose

- 2.1. To ensure that the welfare of the children in our care is our paramount concern.
- 2.2. To provide an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- 2.3. To provide suitable support and guidance so that pupils have a range of adults who they feel confident to approach if they are in difficulty.
- 2.4. Through the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that pupils have a range of contacts and strategies to promote their own protection and understand the importance of protecting others.
- 2.5. To work with parents or guardians to build an understanding of the school's responsibility to ensure the welfare of all children including, where appropriate, the need for referral to other agencies.

- 2.6. To ensure all staff are appropriately trained and updated and able to recognise the signs and symptoms of abuse displayed by vulnerable children including those being groomed into radicalisation, extremism and child sexual exploitation (see *Appendix C*); and are aware of the school's procedures and lines of communication.
- 2.7. To prevent the exploitation of vulnerable children and young people.
- 2.8. To monitor children who have been identified as 'in need'. This will include the need for protection and keeping confidential records that are stored securely and shared appropriately with other professionals.
- 2.9. To develop effective and supportive liaison with other agencies.

3. Guidelines

3.1. *Procedures*

- a) A copy of the Kent child in need/child protection procedure is kept in the main office and contains details of procedures and the categories and definitions of abuse. This is for reference only and should not be removed.
- b) Staff should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- c) Staff need to be aware of the signs and symptoms of extremist and distorted views which could lead to radicalisation (see *Appendix A*)
- d) Staff should be aware of the issues surrounding human trafficking and should be proactive in reporting any concerns.
- e) All staff have been issued with the DfE guidance (Part 1) Keeping Children Safe in Education (July 2015, updated September 2016). This leaflet outlines the definitions and lists signs and symptoms of abuse.
- f) The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer**

3.2. *Responding to concerns*

- a) Concerns for a child may come to the attention of staff in a variety of ways e.g. observation of behaviour, injuries or disclosure, changes in the child's demeanour including attempts to hide their views or, conversely, outspoken promotion of extremist ideologies. Any member of staff who has a concern for a child, however insignificant it may seem, should discuss this with the DSL and/or appropriate pastoral staff as soon as possible.
- b) More serious concerns must be reported to the DSL immediately to ensure that any necessary intervention can be accessed.
- c) If a child makes a disclosure of abuse to a member of staff they should:
 - allow the child to make the disclosure at their own pace and in their own time. If this is impracticable due to commitments they must seek support from DSL immediately
 - not offer confidentiality. Staff must pass details to DSL
 - avoid interrupting except to clarify what child is saying

- not ask leading questions or probe for information that the child does not wish to volunteer
 - reassure the child that they have made to the right decision to say something
 - explain what they will do next and to whom they will have to speak and why, reassuring the child that this is the right thing to do
 - record the conversation in writing as soon as possible and pass to DSL
 - inform the DSL
- c) The DSL will liaise with a variety of support agencies including Social Services, the Police, the Channel Programme (risk of radicalisation), the LSCB (Local safeguarding Children Board) as necessary.

3.3. *Record Keeping*

a) Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change that gives cause for concern should be recorded on an incident sheet. It is important that records are factual and reflect the words used by the child. Records must be signed and dated, with timings if possible. Serious cases involving details of child protection matters may be taken to court and these initial notes may be needed.

- b) The information recorded should include:
- child's name and tutor group
 - the incident(s) which give rise to concern with date(s) and time(s)
 - a verbatim record of what the child has said
 - the action taken
 - if recording bruising/injuries indicate position, colour, size, shape and time seen, on a body map sheet that is available from DSL. It is essential that with such observations that the DSL is advised asap and without fail, the same day.

Written information should be passed at the earliest opportunity to the DSL. The DSL will keep the Headteacher informed of any significant issues.

c) It is important to remember that any issues are **confidential** and staff should only give and receive information on a 'need to know' basis. Discuss with DSL if unsure.

d) The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

3.4. *Referrals to Social Services*

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

b) Referrals to Social Services will be made using Kent's inter-agency referral form. 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 County Duty social services office.

c) If a child is referred, the DSL will ensure that the Headteacher and other relevant staff are informed.

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

3.5. *The Child Protection Register*

a). Members of staff who have direct pastoral responsibility for children who have been referred to Social Services may be called to attend Case Conferences. This should be discussed with the DSL before attending the conference and full information about the child or children's progress should be made available. It may be recommended that a child or children may be placed on the Child Protection Register at such a conference.

b). Pastoral staff should liaise with the Form Tutor and Family Worker to ensure that these children are monitored very carefully. Any concern should be recorded on an incident sheet and passed immediately to the DSL, or in her/his absence, the Headteacher.

3.6. *Concerns involving members of staff*

a) Any concerns that involve allegations against a member of staff should be referred immediately to the Headteacher. As appropriate the Headteacher will contact the LADO to discuss and agree further action to be taken in respect to the child and the member of staff. Further information regarding the procedure for managing situations involving members of staff can be found in Appendix 5, Section 17 of the Disciplinary Procedure as well as the Staff Discipline and Staff Conduct policy.

b) 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.

3.7. *Federation Code of Practice*

a) All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is advisable that work with individuals is conducted in view of other adults, and with an open door.

b) Physical intervention should only be used when the child is endangering him/herself or others.

Any such event should be recorded and signed by a witness if possible, and passed to the DSL or the Headteacher. Staff should refer to the school's Physical Intervention Policy, which is to be found in the school Policy Folder.

c) Under no circumstances should a meeting out of school be arranged between staff and a child, or children, who attend Dane Court or King Ethelbert Schools, unless the permission of the Headteacher has been given for an educational visit, with full details recorded and approved. Guidance for Educational visits is to be found in the Policy Document folder. It is also inappropriate for members of staff to give private, including mobile, telephone numbers or home addresses to children who attend the school, or to their parents or carers.

- d) Any contact is of a professional nature and must be made through the school office. A professional relationship should be kept with children at all times, anything less is unacceptable. Staff must not have any contact with current pupils or former pupils under 18 years of age online or through any form of social media. Communication with pupils should only be conducted through our usual channels and should be related to school matters only. Breach of this policy may result in disciplinary action up to and including dismissal.
- e) If a member of staff has any concerns about a child wishing their relationship to be anything other than totally professional, they should discuss the matter with either the DSL or the Headteacher immediately.
- f) All staff are aware of the Staff Conduct Policy and DfE guidance 'Keeping Children Safe in Education' (September 2016) (Part 1) and have read these documents alongside the Teaching Standards (2014).

3.8 Supervision and Support

- a) Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL. A range of scenarios intended to clarify actions to be taken by staff are included in *Appendix B*. Staff can also approach the Support Line directly.
- b) All Newly Qualified Teachers and other staff new to teaching and/or to King Ethelbert School and Dane Court School will have training sessions focussing upon child protection as part of their Induction Programme. They will also have Induction Mentors who may provide guidance or discuss any areas of concern. All staff will receive training in the area of child protection.
- g) The DSL can put staff and parents in touch with outside agencies for professional support if needed.
- d) The DSL is responsible for ensuring staff including him/herself receive training in the area of child protection. For the DSL this training should be undertaken annually.

4. Conclusion

Both schools are responsible for ensuring that all action taken is in line with Kent's Child in need/child protection procedure and section 175 Safeguarding Children Act. The role of the schools within this procedure is to contribute to the identification, referral and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm.

All adults in school have a role to play in promoting welfare and preventing and protecting children from harm.

All staff at Dane Court and King Ethelbert Schools should work towards providing an environment and atmosphere where children feel safe and will turn to an adult for support if in need.

Appendix A: Indicators of Vulnerability to Radicalisation.

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix B: Scenarios relating to Child Protection

1. Jenny Year 7

Scenario: Jenny is normally a happy and healthy Year 7 pupil. Her tutor has noticed that recently she often has bruises on her legs. The tutor noticed it over a period of three weeks, taking little notice initially as children often have bruises. However, the tutor noted that they appeared at the beginning of the week. She spoke Jenny about them, Jenny said that she had bumped into things. The tutor was not satisfied and spoke to Jenny's PE teacher, asking her to look out for any other bruising. The PE teacher noticed when Jenny had her PE shirt on that she also had bruises on the fleshy parts of the inside of her upper arm as well. Jenny started to get quieter in school. Her homework was not always done over the weekends.

Action: The tutor had noted her concerns and her initial actions and their results. She decided she needed to speak to the DSL and seek further guidance. The DSL agreed there was clear cause for concern and that action should be taken. The DSL spoke to Jenny's Head of Year. The DSL rang Social Services for a consultation and the school was asked to monitor the situation and contact the home to explain our concerns. The DSL contacted Jenny's mother to explain our concerns and to also inform her that a conversation had taken place with Social Services.

The mother told the DSL that things were difficult within the family. Money was very tight and the father was working away from home during the week. When he came home he was very tired and had little patience with Jenny. He had got hold of her arms on one occasion and shook her. Jenny's mother was shocked to hear that this had resulted in bruising. She said she did not know what to do. The DSL considered that the family needed support to ensure Jenny's safety and suggested to the mother that Social Services may be able to offer them some support to assist with their situation. The mother agreed and a referral was made to Social Services by the DSL.

Outcome: A meeting took place between Social Services and the family. Jenny was recognised as a child in need and the family was given support and debt counselling. The bruising stopped. They continue to live together and Jenny returned to her previous happy and healthy self.

2. Michael Year 10

Scenario: Mr James, while on duty in the Dining Room, noticed that Michael was an excessive eater. He would not only eat his own food in record time, but would swoop upon anyone else's and demolish that as well. Some other children were clearly getting fed-up with him hanging around for their food, and this was leading to difficulties in relationships.

Mr James had a quiet word with Michael, with an intention to focus mainly upon healthy eating issues and about leaving the other children to get on with their lunch in peace. However, he was amazed at how uptight Michael was in his response to him. Michael told him that his Mum was bringing him and his younger brothers and sister up on her own, as Dad had walked out on them. He explained that she worked all day when they were at school, and then went on to an evening job. She was never home before 11p.m. Michael therefore was responsible for looking after his siblings. He cooked for them and fed them, but his Mum never left him enough money for them all so he went without. He got free school lunches, so he tried to make do with just one meal per day.

Action: Mr James spoke to Michael's tutor who had concerns about Michael. He was coming in late in the mornings, and there were reports beginning to come in about him truanting from Period 6. Mr James and the tutor made notes about their concerns.

The tutor spoke to Michael who told her the whole story. He was looking after his siblings, aged 8, 9 and 11. He took the little ones to school and picked them up on certain days and his 11 year old sister did the other days. Michael did all the cooking and the housework.

The school had already written to Michael's mother regarding his truancy and lateness but no reply had been received. Early Help support had not been able to gain access to the house.

The tutor spoke to the DSL and passed on the detailed notes relating to the concerns. A referral was made to Social Services.

Outcome: Michael's mother was contacted by Social Services and a meeting took place. After a while it was clear that the mother was not going to change her behaviour and it was decided to accommodate the children. The children remained in their schools. Michael's truancy stopped, but his behaviour deteriorated. He received counselling.

3. Mr Miles Teacher

Scenario: Mr Miles was a popular teacher. During the September of a new school year he received a card from a child who had left school the previous term. The card was from a girl who had been in his Year 11 GCSE group. In the card she said that she had always liked him and thought that he liked her too. She thought that as she had then left school it would be all right for them to meet and for them to go out for a drink together. In the card she included her mobile phone number and asked him to contact her. She had sent the card to his home address. She knew that he lived in the same town as the school and got his address from the telephone directory.

Action: Mr Miles immediately went to see a Deputy Headteacher, taking the card with him. He explained what had happened and how shocked he was to have received the card that morning. He was at pains to emphasise that he had always had a totally professional relationship with the children he taught and she had misread this relationship. He showed the Deputy Headteacher the card.

The Deputy Headteacher thanked him for his prompt and very sensible response. The Deputy Headteacher rang the girl's home immediately and spoke to her mother. The mother was shocked by her daughter's actions and assured the Deputy Headteacher that her daughter would be making no further contact with Mr Miles. She asked that her apologies were passed on. It was also agreed that if her daughter made any further contact she would be informed.

Outcome: Mr Miles had no further contact from the girl. His prompt action had stopped the situation from developing.

During a conversation in the staff room several weeks later Mr Miles found out from another of the girl's teachers that the girl had written big 'love hearts' with CC (her initials) loves John Miles written around them, all over her exercise books for that subject. The teacher concerned should have responded to this immediately. The girl should have been asked to remove them from her books and been spoken to about how inappropriate her comments had been. Her tutor should have been informed also. The girl needed to have

understood immediately the nature of the professional relationship between teachers and school children, and importantly that there was no scope for anything else. If the teacher who had seen the 'love hearts' felt unable to do this she should have spoken to the girl's tutor or Head of Year. Mr Miles should also have been informed so that he could have spoken to the girl or sought support.

4. Zayn Year 10

Scenario: The school is concerned about a Muslim pupil called Zayn. He is a 15 year-old boy who has admitted to his form tutor that he has been viewing jihadist videos online and he says that he wants to travel abroad to Syria.

Zayn has learning difficulties and he had been bullied by others in his class. As a result he has become very isolated and does not appear to have any friends at school.

During the conversation which concerned his form tutor Zayn said that he "wanted to help his brothers and sisters who are being murdered".

Action: The school met with Zayn's mother who admitted that she was having difficulty in caring for him. She and Zayn had let his father a couple of months previously as he used to beat her. She mentioned that he was missing his father and was spending a lot of time on his own in his room on his computer.

Outcome: The school referred Zayn to the Channel process and a support package was put into place. This included:

- Referral to Social Services for parenting classes for Zayn's mother
- Monitoring of the educational support for his learning difficulties
- Monitoring his access to computers at home and at school
- Providing information on reputable charities working in Syria via 'Safer Giving'
- Referral to a Victim Support domestic violence counsellor for his mother
- Arranged supervised contact with his father

5. Anna Year 9

Scenario: Anna came to the school as a transfer from another local seaside town. She was an Eastern European girl aged 14 years and 7 months on entry. Her younger sister aged 8 had also moved to the area and was attending a local primary school. Both girls were in Local Authority care as a result of concerns re trafficking/marriage preparation raised by Anna's previous school.

Action: An initial meeting took place involving the carers, Virtual Schools, Social Services and the school where the issues around the placement were explored. Anna was present for the majority of the meeting.

Both Anna and her younger sibling initially settled in well with her carers and at their schools but a number of issues surrounding Anna rapidly began to emerge. Anna began to abscond from her carers – mainly at weekends and she would not reappear for some days. Her school friends at the school were showing signs of concern that they could not contact her.

Action: Police and social Services were informed each time Anna went missing. A number of Multi-Agency meetings were held both in Thanet and in Shepway. Police were concerned that Anna was residing in her local ethnic community when she was absconding but were unable to trace her. Concerns were raised that she was being prepared for marriage back in her parents' homeland. Anna continued to abscond and was adamant that she wished to return to her parents' care. Her younger sibling was equally adamant that she wished to remain in care.

After obtaining assurances from the family as her future, Social Services made the decision to return Anna to her parents and she left the school to return to them. Social Services continue to monitor Anna's welfare.

Appendix C: Definition of Child Sexual Exploitation taken from revised version of 'Working Together to Safeguard Children' (March 2015).

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.

Contact numbers

Kent Social Services

03000 414141

East Kent Safeguarding Team

Address: Brook House, Reeves Way, Whitstable, Kent, CT5 3SS
Telephone: 03000 418503

Police

101

Kent Safeguarding Children Board

<http://www.kscb.org.uk/>

Further information

Nick Wilkinson
Head of Youth Justice and Safer Young Kent
Email: nick.wilkinson@kent.gov.uk