



**PHOENIX**  
PRIMARY SCHOOL

# **CHILD PROTECTION AND SAFEGUARDING PROCEDURES**

REVIEWED SEPTEMBER 2022 – REVIEW DATE SEPTEMBER 2023

A **Beyond** ACADEMY  
SCHOOLS TRUST

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# What to do if you have a welfare concern in Phoenix Primary School

## Why are you concerned?

- For example
  - Allegation/ child shares a concern or worry
  - Indicators of abuse or neglect

## Immediately record your concerns

- Follow the school's procedure
  - Reassure the child
  - Clarify concerns if necessary (**TED: Tell, Explain, Describe**)
  - Use child's own words/ use facts
  - Sign and date your records

## Inform the Designated Safeguarding Lead : Peter Sears

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the MSCP [Inter-Agency Threshold Criteria for Children in Need](#) for further guidance.
- If the child is **at imminent risk of harm** a referral will be made to First Response – 01634 334466
- If the child is **NOT** at imminent risk, then a referral will be made via [\(the portal\)](#)
- If unsure then consult with First Response '**No Name Consultation line**' 9:30 – 12:30 (01634 33 1662) or First Response on 01634 33 4466

### If you are unhappy with the response

#### Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

#### Pupils and Parents:

- Follow school complaints procedures which are available on the school website

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

### Monitor - Be clear about:

- What action you have taken at the time of reporting the concerns.
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

## Review and request further support (if necessary)

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

### 1. Introduction and Ethos



- Phoenix Primary School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Phoenix Primary School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.
- Staff challenge any form of derogatory and sexualised language or behaviour. They are vigilant to sexualised/aggressive touching/grabbing We recognise that groups at particular risk include girls, pupils who identify as Lesbian, Gay, Bisexual, Transgender Queer+ (LGBTQ+), or are perceived by peers to be LGBTQ+, and pupils with SEND. We recognise that these children can be targeted by other children and acknowledge the importance of a safe space for them to speak out or share their concerns with members of staff. Pupils are protected from upskirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination.
- Our school acknowledges the need to treat everyone with equity, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents. Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding
- Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage. Our school may be the only secure, stable, and predictable element in their lives.
- Phoenix Primary School will endeavour to support the welfare and safety of all pupils through:
  - Ensuring that the child's welfare is of paramount importance.
  - All staff are trained and can recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
  - Ensuring that children's mental and physical health or development is not impaired.
  - Providing children, a balanced curriculum including PSHE (Personal, Social and Health Education); RSE (Relationships and Sex Education) to help pupils stay safe, recognise when they don't feel safe and identify who they might / can talk to.
  - Work with parents to ensure that parents understand the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
  - Keep confidential records which are stored securely and shared appropriately with other professionals.
  - The voice of the child is evident in case files and informs schools policy developments.
  - Ensuring that the school practices safer recruitment processes in checking the suitability of staff, supply staff, volunteers, visitors/contractors, and parents about expected behaviour



and our legal responsibility to safeguard and promote the welfare of all our children at our school.

- Phoenix Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they will act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2022.

## 2. Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE Keeping Children Safe in Education 2022(KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted: Education Inspection Framework 2019
  - Framework for the Assessment of Children in Need and their Families 2000)
  - Kent and Medway Safeguarding Children Procedures (Online)
  - Early Years and Foundation Stage Framework 2021 (EYFS)
  - The Education Act 2002
  - The Education (Independent School Standards) Regulations 2014
  - The Non-Maintained Special Schools (England) Regulations 2015
- [Sections 175 and 157 of the Education Act 2002](#) require school governing bodies, , local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- Phoenix Primary School put measures in place to fully safeguard children in response to coronavirus (Covid-19), in accordance with KCSIE 2021 and related government guidance. We will continue to follow government guidance and continue to review safeguarding procedures and amend this policy to support the response to the pandemic if necessary.

## 3. Definition of Safeguarding

- Safeguarding children is defined in Keeping Children Safe in Education 2022 as:
  - **protecting children from maltreatment**



- **preventing impairment of children’s mental and physical health or development**
  - **ensuring that children are growing up in circumstances consistent with the provision of safe and effective care**
  - **taking action to enable all children to have the best outcomes (Children includes everyone under the age of 18)**
- Phoenix Primary School acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
    - Abuse and neglect
    - Bullying, including cyberbullying
    - Children with family members in prison
    - Children Missing Education (CME)
    - Child missing from home or care
    - Child Sexual Exploitation (CSE)
    - Child Criminal Exploitation (CCE)
    - Contextual safeguarding (risks outside the family home)
    - County lines and gangs
    - Domestic abuse
    - Drugs and alcohol misuse
    - Fabricated or induced illness
    - Faith abuse
    - Gender based abuse and violence against women and girls
    - Hate
    - Homelessness
    - Human trafficking and modern slavery
    - Mental health
    - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
    - Online safety
    - Child-on-child abuse
    - Preventing radicalisation and extremism
    - Private fostering
    - Relationship abuse
    - Serious Violence
    - Sexual Violence and Sexual Harassment
    - So-Called honour-based abuse including Female Genital Mutilation (FGM) and forced marriage
    - Upskirting
- (Also see Annex B within ‘Keeping children Safe in Education’ 2022 p.139)

#### **4. Policy Compliance, Monitoring and Review**

- Phoenix Primary School will review this policy at least annually. The policy will be revised following any national or local policy updates, any significant national events, local child protection concerns and/or any changes to our procedures.
- The Governing Body has strategic leadership responsibility for Phoenix Primary School safeguarding arrangements ensure that the school complies with their duties under legislation. They ensure policies, procedures and training in the school is effective and complies with the law at all times





- The Designated Safeguarding Leads / Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual situations or identifying features of families as part of their oversight.
- This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

## **5. Key Responsibilities**

### **5.1 Governing Body**

- The Governing Body and staff have read, understood and will follow Keeping Children Safe in Education 2022.
- The Governing Body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.
- The Governing Body will ensure that all governors/trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will be regularly updated. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding.
- Barbara Fincham is the nominated governor for safeguarding, who 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 policies are reviewed at least annually and when required.
- The Governing Body will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- The Governing Body will regularly review the effectiveness of school filters and monitoring systems. They will ensure that the leadership team and relevant staff are:
  - aware of and understand the systems in place
  - manage them effectively
  - know how to escalate concerns when identified.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL is suitably supported in their role and has the appropriate status, authority, funding, resources, and training and is assured that the DSL understands they have the responsibility in leading safeguarding and child protection across the school.

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

- The Designated Safeguarding lead will carry out their roles in accordance with Keeping Children Safe in Education 2022.



- The school has appointed **Peter Sears Headteacher** as the Designated Safeguarding Lead (DSL) they are a member of the senior leadership team. The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.
- Phoenix Primary School has appointed Deputy DSLs who will have delegated responsibilities and act in the DSL's absence.
  - **Claire Beer DDSL-Family Liaison Officer**
  - **Melissa Ireland DSL trained- Deputy Headteacher**
  - **Jolanta Strudnairz DSL trained-Inclusion Manager**
- Whilst the activities of the DSL may be delegated to the deputies, the ultimate **lead responsibility** for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The Designated Safeguarding Lead and any deputies will undergo appropriate training to provide them with the knowledge and skills required to carry out their role.
- The headteacher will be kept informed of any significant issues by the DSL.
- The DSL and any deputy DSL's training will be updated formally every **two years**, but their knowledge and skills will be updated through a variety of methods (e-bulletins, conferences, local meetings, other training etc.) at regular intervals and **at least annually**, to keep up with any developments relevant to their role.
- Availability - during term time the DSL (or a DDSL) will always be available (during school hours) for school staff to discuss any safeguarding concerns.. Adequate and appropriate cover arrangements will be made for any out of hours/out of term activities  
During school holidays, the DSL will provide appropriate emergency contact details to the MASH Education Lead on the understanding that these will only be used if absolutely necessary and will not be shared elsewhere.
- **It is the role of the DSL to:**
  - Act as main contact point for all school staff to discuss any safeguarding concerns.
  - Manage and maintain the confidential paper/electronic case management systems to record concerns about pupils to ensure the quality of information is accurate, proportionate, and timely, also assessment/referrals are made appropriately.
  - Coordinate safeguarding action for individual children. In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority who looks after the child (with the DSL liaising closely with the designated teacher.)
  - liaise with the headteacher or principal to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#)
  - To liaise with safeguarding partners, other agencies, and staff in line with KCSIE 2022 and WTSC 2018.
  - Ensure that Medway referral procedures are followed as necessary (see referral process page 2).
  - As required represent and liaise appropriately with other professionals and ensure the school is represented at multi agency safeguarding meetings (including child protection conferences).



- Act as a source of support, advice and expertise for all staff during term time for staff in the school to be able to discuss any safeguarding concerns.
- Understand the importance of information sharing both within the school and with other schools and agencies.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff this will assist with any measures the school may put in place to protect them.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within Keeping Children Safe in Education 2022

For further details and information about the DSL role please refer to KCSIE 2022 **Annex C p.161**

### 5.3 Members of Staff

- **All members of staff have a responsibility to:**
  - Provide a safe environment in which children can learn and promote the child's welfare
  - Maintain an attitude of '**it could happen here**' where safeguarding is concerned and to always act in the best interests of the child
  - Understand the early help process and their role in it.
  - Be aware of the indicators of abuse and neglect so that they can identify cases of children who may be in need of help or protection.
  - Understand that children may not feel ready to, or know how to, tell someone they are being abused, exploited or neglected and/or that they may not recognise their experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. They may feel embarrassed, humiliated or be being threatened. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns any about a child.
  - Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
  - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
  - Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
  - Know how to maintain an appropriate level of confidentiality.
  - Understand and comply with this policy and understand other safeguarding policies and systems.
  - To undertake regular and appropriate training which is regularly updated.
  - Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime. (This may include accessing the school whistleblowing policy)



## 5.4 Children and Young People

- **Children and young people (pupils) have a right to:**
  - Contribute to the development of school safeguarding policies.
  - Report abuse confidently knowing concerns will be taken seriously and that they will be listened to and effective action will be taken.
  - Seek help from a trusted adult and feel listened to.
  - Learn how to keep themselves safe by recognising when they are themselves at risk and how to get help when they need it, including online.

## 5.5 Parents and Carers

- **Parents/carers have a responsibility to:**
  - Work in partnership with the school to safeguard and promote the welfare of child/ren and understand Phoenix Primary Schools statutory responsibilities in this area.
  - Read and adhere to the relevant school/policies and procedures.
  - Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
  - Identify behaviours which could indicate that their child is at risk of harm including online
  - Seek help and support from the school, or other appropriate agencies.
- We are committed to working with parents positively, openly, and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to safeguard a child/ren.

**However, the welfare and safety of children is the responsibility of all staff in school and ANY concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead.**

## 6. Recognising Indicators of Abuse and Neglect

- As a school we are aware that abuse, neglect and safeguarding issues are rarely individual events that can be covered by one definition or label. In most cases multiple issues will overlap with one another, for further guidance: [Responding to Abuse and Neglect](#) . This is outlined locally with the Medway Threshold Guidance
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the Designated Safeguarding Lead (or a deputy).
- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:



- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- **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.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

**The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to [What to do if you are worried a child is being abused 2018](#).**

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviours for a younger child might be normal for an older child.
- Phoenix Primary School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. **Extra-familial harms** take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.



## 7. Specific Safeguarding Issues

- Phoenix Primary School is aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context.
- Phoenix staff are mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).
- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, and sharing nudes or semi-nude images (also known as youth produced sexual imagery) put children in danger. The categories/issues that follow are by no means an exhaustive list but gives an indication of the current themes in safeguarding and protecting children.

### 7.1 Child-on-Child Abuse

- Phoenix Primary School recognises that children are capable of abusing their peers This referred to as child-on-child abuse and can take many forms.
- Phoenix Primary School believes that abuse is abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- Phoenix Primary School recognises that child-on-child abuse can take many forms, including but not limited to:
  - bullying, including cyberbullying
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - sexual violence and sexual harassment
  - 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
  - nude or semi-nude image sharing (also known as 'sexting' or youth produced/involved sexual imagery)
  - initiation/hazing type violence and rituals
- Staff and leadership recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, (i.e. for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators) however, all child-on-child abuse is unacceptable and all reports will be taken seriously.
- In order to minimise the risk of child-on-child abuse, we will:
  - We will implement a robust anti-bullying policy, providing an age/ability appropriate PSHRE curriculum, providing a range of reporting mechanisms e.g. dedicated reporting emails monitored by DSLs, online report forms.



- Phoenix Primary School will not tolerate, dismiss or minimise any harmful behaviours in school and will take swift action to intervene when this occurs. All allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with associated school/college policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by child-on-child abuse may be supported by:
  - taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, working with parents/carers, reviewing educational approaches, and in cases of sexual assault, informing the police and/or First Response.
- The school will take steps to ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and minimise the risk of all forms of child-on-child abuse. We will also ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).

## 7.2 Child on Child Sexual Violence or Harassment

- Phoenix Primary School follows the guidance outlined in part five of KCSIE 2022 which has now merged with the content of DfE guidance '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)'. When responding to concerns relating to child-on-child sexual violence or harassment
  - If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.
  -
- Phoenix Primary School recognises that staff must be vigilant and recognise that information may come from overheard conversations or observed behaviour changes.
- It is essential that all victims of sexual violence or sexual harassment are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
- Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis. The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students and staff and any actions that are required to protect them.
- Where possible KCSIE 2022 recommends that two members of staff manage reports of sexual violence and harassment.
- Reports will initially be managed internally by Phoenix Primary School and where necessary will be referred to Integrated Children's Services and/or the Police.



- The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim; the nature of the alleged incident (including whether a crime may have been committed); the ages and developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse; if there are any ongoing risks to the victim, other children, adult students or Phoenix Primary staff; and, any other related issues or wider context.
- We will reassure and teach our pupils to understand that the law is in place to protect children and young people rather than criminalise them.
- Phoenix Primary will regularly review decisions and actions to update and improve policies and practice.
- The school will consider the physical and mental health implications for both the victim and perpetrator. It is identified that both individuals will need additional support and provision of further information about harmful sexual behaviours and may need signposting to further sources of support.

### 7.3 Nude and/or Semi-Nude Image Sharing by Children

- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (Updated December 2020)
- The term ‘sharing nudes and semi-nudes’ is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.
- When made aware of concerns involving nude or semi-nude image taking/sharing involving children, staff are advised to:
  - Report any concerns involving nude or semi-nude image sharing involving children to the DSL immediately.
  - Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident (e.g., if a child has shown it to them), this will be immediately reported to the DSL.
  - Not delete the imagery or ask the young person to delete it.
  - Not say or do anything to blame or shame any children involved.
  - Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
  - Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.
- Phoenix Primary recognises that nude and semi-nude image sharing (also known as youth produced/involved sexual imagery or “sexting”) is a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).





- the DSL will hold an initial review meeting with appropriate staff and will speak with the children involved if appropriate.
- parents and carers will be informed at an early stage and involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- a referral will be made to CS and/or the police immediately if:
  - the incident involves an adult (over 18).
  - there is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, age of SEND).
  - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
  - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- All decisions will be recorded in line with our child protection procedures and will be based on the consideration of the best interests of any child involved. The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

#### **7.4 Gangs, County Lines, Serious Violence, Crime and Exploitation**

- Phoenix Primary acknowledges the impact of gangs, county lines, serious violence, crime and exploitation. Any concerns regarding gangs, county lines, serious violence, crime and exploitation will be reported and responded to in line with other child protection concerns.
  - The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

#### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

- Phoenix Primary School recognises both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator
- The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.
- Sexual exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour. Knowing the signs can help protect children and help them when they've no one else to turn to. To support in identifying the signs of child sexual exploitation please refer to the



## Gangs, County Lines and Serious Violence

- Criminal exploitation of young and vulnerable people is a common feature in the facilitation of county lines drugs supply, whether for the storage or supply of drugs, the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace this is commonly referred to as cuckooing.
- All staff have been trained and recognise the need to be vigilant for the signs and aware of risk factors which may increase the likelihood of involvement in serious violence, exploitation, and gang activity including but not limited to:
  - Being male – however girls who are exploited can be very different to that of boys, indicators may not be the same, but professionals need to be aware that girls are just as much at risk as boys.
  - Children who associate with other young people involved in exploitation
  - Children who go missing for periods of time or regularly come home late
  - Change in friendships/relationships with others/groups
  - Having been frequently absent or permanently excluded from school
  - having experienced child maltreatment
  - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - Signs of self-harm/significant change in wellbeing
  - having been involved in offending, such as theft or robbery

Further advice for schools and colleges is provided in the [Home Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance. County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

- Where an exploitation concern has been identified, the form linked below is to be used to provide intelligence to the police to get a better understanding of local exploitation concerns and issues.
  - Through this portal you can report **Perpetrators** of child exploitation, **Places and Spaces** where Child Exploitation is suspected of taking place and **vehicles** believed to be connected to be exploiting children. Please use the link to - [Report an Exploitation Concern Online](#).

**This is for Child Exploitation specifically. But for general vulnerability concerns, they still need to be reported directly to the police in the usual way (101 or 999).**

**Please note, this portal is also not suitable for reporting crime as is not monitored 24/7.**

- Phoenix Primary School will make referrals to Children's Social Care and the police. Should we have reason to believe a student has become involved in this activity.

## 7.5 Mental Health



- Phoenix Primary School will ensure that all staff have an awareness of mental health problems and be aware in some cases, that it can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour, and education.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACES), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are '**well placed**' to identify behaviour suggestive of a mental health problem or being at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

## 7.6 Online Safety

- It is recognised by Phoenix Primary School that the use of technology presents challenges and risks to children and adults both inside and outside of school
- The use of technology has become a significant component of many safeguarding issues. With child exploitation; radicalisation; sexual predation, bullying for example, technology often provides the platform that facilitates harm.
- Phoenix Primary School will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- The DSL and leadership team have read, understood and acted upon all guidance regarding Online Safety within 'Keeping Children Safe in Education' 2022.
- Phoenix Primary School identifies the breadth of issues within online safety can be considerable, but they can be broadly categorised into four areas of risk:
  - **Content:** being exposed to illegal, inappropriate or harmful material
  - **Contact:** being subjected to harmful online interaction with other users
  - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
  - **Commerce** – being exposed to online gambling, inappropriate advertising, phishing and or financial scams.
- Phoenix Primary School recognises the specific risks posed by mobile phones and cameras, and, in accordance with KCSIE 2022 , has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the school's **Online Safety Policy, Acceptable**



**Use Policy and Image Use Policy** which can be found *in the staff room/ office/ staff intranet/ website*.

- Phoenix Primary School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
  - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place
  -
- All members of staff have access to appropriate, regular and up-to-date online safety information as part of their safeguarding training.
- Phoenix Primary School will ensure that appropriate filtering and monitoring systems are in place on school equipment and systems used by pupils and staff, including school devices used by pupils at home.
- Filtering and monitoring are an important part of school's online safety responsibilities, but they are only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control, such as mobile phones and other internet enabled devices and technology. Where concerns are identified, appropriate action will be taken.
- Phoenix Primary School recognises that many pupils and parents will have unlimited and unrestricted access to the internet via mobile phones and other enabled devices, this is external to the school's control. Where concerns are identified appropriate action will be taken.
- Phoenix Primary School will ensure a comprehensive whole school curriculum is developed and in place to enable and equip all pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world and manage the risks effectively. **DSLs and SLT may find it helpful to access UK Council for Internet Safety (UKCIS) 'Education for a Connected World Framework' and DfE 'Teaching online safety in school' guidance..**
- The school will also support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online. We will share information with parents/carers about:
  - what systems are in place to filter and monitor online use
  - what children do online as a part of their learning, including the sites they may be asked to access
  - who from the school or college (if anyone) their child is going to be interacting with online, as a part of remote learning
- The DSL will respond to online safety concerns in line with this and other associated policies such as anti-bullying and behaviour.
  - Internal sanctions and/or support will be implemented as appropriate.
  - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

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

- Phoenix Primary school *will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.*
- *All communication with learners and parents/carers will take place using Phoenix Primary School provided or approved communication channels; for example, Phoenix Primary School*



provided email accounts and phone numbers **and/or** agreed systems **e.g., Google Classroom, Microsoft 365 or equivalent.**

- Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our Phoenix Primary School **behaviour policy/code of conduct and Acceptable Use Policies. Amend as appropriate.**
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP).
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Phoenix Primary School will be informed who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

**Additional guidance for DSLs and SLT regarding remote learning is available at DfE: [Safeguarding and remote education during coronavirus \(COVID-19\)](#)**

## **7.7 Children Missing Education (CME)**

- All staff should be aware that children going missing, **particularly repeatedly**, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.
- Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.
- Phoenix Primary School recognises that, when a child is not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.
- Staff should be aware of their school's unauthorised absence and children missing from education procedures.

## **7.8 Domestic Abuse**

- Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. Seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it in their own intimate relationships, can have a serious, long lasting impact upon children and is a form of child abuse.
- Phoenix Primary School recognises that domestic abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional abuse.



- In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

## 7.9 So-called ‘Honour-Based’ Abuse

- So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.
- All staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
- If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a **mandatory reporting duty** placed on **teachers** that requires a different approach (see following section).

### 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. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty** upon **teachers**, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students.
- The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty [FGM Fact Sheet](#)
- Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s Designated Safeguarding Lead (or deputy) and involve children’s social care as appropriate.

### Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales. Forced marriages occur when either or both participants have been pressured into entering matrimony, without giving



their free consent. It's not the same as an arranged marriage, which may have been set up by a relative or friend and has been willingly agreed to by the couple.

- Phoenix Primary School recognise that some communities use religion and culture as a way to coerce a person into marriage. Sometimes violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological.
- Multi-agency statutory guidance for dealing with forced marriage, which can found at [The right to choose: government guidance on forced marriage](#) - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufcdo.gov.uk](mailto:fmufcdo.gov.uk).

### **Breast Ironing**

- Breast flattening is a form of child abuse. See the CPS legal guidance on [Child Abuse](#)
- Breast Ironing is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down using hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education
- There are potentially significant physical and psychological consequences and risks related to this practice. Breast flattening is a form of child abuse. Therefore, professionals must follow their Local Safeguarding Children's Board Procedures.



## 7.10 Preventing radicalisation

- The Counter Terrorism and Security Act 2015 placed a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work in promoting life in modern Britain and promoting Fundamental British Values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) through the curriculum and pastoral programs underpins this strategy.
- Staff should be aware that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).
- The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
- Every member of staff at Phoenix Primary School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.
- All staff and governors should complete the Prevent online Awareness training package developed by the Home Office which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.

## 7.11 Looked after children, previously looked after children and care leavers

- Phoenix Primary School acknowledges and understand the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child potentially remains vulnerable.
- The school has a 'designated teacher' **Jolanta Strudnairz (Inclusion Manager)** who works with local authorities to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.
- The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Phoenix Primary School understands their responsibility to inform the Local Authority via First Response of Private fostering arrangements when they believe that a child is being cared for as part of a private fostering arrangement. (When a child under 16, or if they are disabled is cared for and lives with an adult who is not a relative for 28 days or more.

## 8. Child Protection Procedures





- Phoenix Primary School adheres to the MSCP Safeguarding Children Procedures. The full MSCP procedures and additional guidance relating to specific safeguarding issues can be found on the MSCP website <https://www.medwayscp.org.uk/mscb/>
- If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 2 for a flow chart setting out the process for staff when they have concerns about a child.
- If a child is at risk of imminent danger or harm concerns will need to be referred by telephone to **First Response 01634 334466** and/or the police. **If it is an emergency the police need to be called on 999.**
- **If there are child protection concerns the role of the school is NOT to investigate but to recognise and refer.**
- **Less urgent concerns or requests for support will be referred to Children's social care and Early Help via the Medway online form (the portal)**
- Once staff have spoken to the DSL the options the DSL will take will then include:
  - managing any support for the child internally via the school's own pastoral support processes.
  - a Family Solutions referral or Early Help Assessment
  - Make a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.
  - All information and actions taken including the reasons for any decision/actions made, will be fully documented on a child's record.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Wherever possible the school will share safeguarding concerns, or the intention to refer a child to Children's social care, with parents or carers. **However staff will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation.** On occasions it may be necessary to consult with First Response and/ or the police for advice on when to share information with parents/carers.
- If the DSL is not available to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the consultation from the **'No Name' consultation line in First Response (9:30-12:30) on 01634 33 1662.** If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- Staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider a re-referral.



- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following [MSCP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.
- All members of staff are made aware of the internal and local Early Help/Family Solutions support services. Where a child is being offered or receiving Family Solutions support, staff will be supported to understand their role in any Early Help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all Early Help cases under constant review and consideration will be given to a request for support to the First Response if the situation does not appear to be improving or is getting worse.
- Phoenix Primary School is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse. All staff know what Operation Encompass is and there is a clear process for managing notifications in school (including cover if a named individual is absent).
- **The child's wishes**
  - Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at their heart. **However this should not prevent safeguarding action being taken, for the child or children involved.**

## 9. Record Keeping

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern about a child or children within our school and when these records should be shared with other agencies.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing on the school's safeguarding **incident/concern from/system CPOMs**. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead (or deputy).
- Child Protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.



- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

## 10. Child protection files

- Where children leave the school or college (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs, or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives
- If a child is subject to a child protection plan or there are other ongoing concerns at the time of transfer, then it is strongly recommended that the transferring DSL arrange to meet with the receiving DSL in person to ensure there is effective transition and handover of information.
- Child protection files should always be kept by the education setting where the child is on role. Transferring settings do not need to keep copies of child protection files, but if there is reason to, they do they must be kept in accordance with data retention (see section 7). In cases where there may be ongoing involvement from transferring settings, for example if any siblings still attend your setting, DSLs may wish to take copies of chronologies etc.

## 11. Multi-agency Working

- Phoenix Primary School identifies that they have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.
- Phoenix Primary School recognises and is committed to its responsibility to work within the MSCP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Phoenix Primary School will endeavor to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.
- Phoenix Primary School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings



## 12. Confidentiality and Information Sharing

- Phoenix Primary School expects all staff to treat information they receive about a children and young people in a highly discreet and confidential manner. Confidential information should **never** be used casually in conversation or shared with any person other than a on ‘**need to know basis**’.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies Phoenix Primary School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2022.
- The Data Protection Act 2018 places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we adhere to data protection, yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care. DfE “Information sharing advice for safeguarding practitioners” (2018) provides further detail

Phoenix Primary School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school/college is complaint with all matters relating to confidentiality and information sharing requirements.

Data Protection Officer: Craig Stilwell

Address: Judicium Consulting Ltd, 72 Cannon Street, London, EC4N 6AE

Email: [dataservices@judicium.com](mailto:dataservices@judicium.com) Telephone: 0203 326 9174

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral and subsequent investigation by the appropriate authorities.



### 13. Complaints

- Phoenix Primary School has a complaints procedure this can also be found in the staff room/upon request from the office. As a school we encourage children and families to raise complaints, concerns or comments with us. We have a robust internal investigation process.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Safeguarding concerns should be raised with school immediately. If a concern or a child is at immediate risk, then the individual needs to contact First Response 01634 334466 or the police on 101. All visitors are given a safeguarding leaflet that outlines how to share concerns and code of conduct expected by visitors/contractors.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process.
  - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 19 of this policy.

### 14. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2022) which covers Safeguarding information for all staff.
- **Annex A KCSIE 2022 is a condensed version of Part one which can be provided instead of Part one to those staff who do not directly work with children, if the governing body think it will provide a better basis for those staff to promote the welfare and safeguard children. If schools/colleges opt to use Annex A with some staff due to their role, leaders may wish to document this decision within the policy e.g. 'all members of staff who do not work directly with children will read Annex A. If the school/college requires all staff to read part one, remove the reference to 'annex A'.**
- School leaders including the DSL will read the entire document. School leaders and all members of staff who work directly with children will read Annex B within Keeping Children Safe in Education 2022.

All Members of staff have signed to confirm that they have read and understood Part One and Annex B or Annex A if deemed appropriate. This list is to be held by the Heads PA and on the SCR. The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training and information to ensure they are aware of the Phoenix Primary internal safeguarding processes as part of their induction. For visitors to the school they sign in electronically to show they understand the schools procedures and are given a leaflet.

- All staff undergo safeguarding and child protection training (including online safety) at induction. The training is regularly updated. Induction and training is in line with advice from the Medway Safeguarding Children Partnership.



- In addition to child protection training all members of staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including temporary/supply staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy. This is through CPD, and emails.
- Governing bodies and recognise the expertise staff build through undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.
- Phoenix Primary School has a nominated Safeguarding lead for the Governing Body **Barbara Fincham**, who ensures that all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities **at** induction and on a regular basis. Training will provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective. This includes governors strategic responsibility for online safety.

### 15. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct. The DSL will ensure that all staff and volunteers have read the child protection policy and staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.
- Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedures and national guidance.
- A list of staff that have accessed physical intervention training will be kept by the Headteacher/Designated Safeguarding Lead and updated in-line with [use of reasonable force](#) DfE guidance. All incidents will be recorded in-line with guidance.
- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our Use of Reasonable Force Policy.
- If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with, for how long. Doors, ideally, should have a clear glass panel in them and be left open.



- Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in Guidance for safer working practice for those working with children and young people in education settings May 2019 (Safer Recruitment consortium). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.
- Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in the school's Online Safety Policy and Acceptable Use Policy.

## 16. Staff Supervision and Support

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

## 17. Safer Recruitment

- Phoenix Primary School values the importance of developing a safe culture and is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- Phoenix Primary School will use the recruitment and selection process to deter, identify and reject unsuitable candidates. We will ensure that detailed checks are carried out and evidence is provided e.g. criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information this will aid the school in deciding about the suitability of the prospective employee. The school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online
  - The Governing Body will ensure that at least one of the persons who conducts the interview has completed safer recruitment training. At all times the Headteacher and Governing



Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2022).

- Safer recruitment procedures will include the requirement for appropriate checks in line with national guidance (see: [Safeguarding Children and Safer Recruitment](#))
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- Where the school places a learner with an alternative provision provider, the school will continue to be responsible for the safeguarding of that child. The school will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment





## 18. Allegations Against Members of Staff, including Supply Staff, Contractors and Volunteers

- Phoenix Primary School recognises that allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- All staff, contractors and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- Phoenix Primary School understands the duty to refer to the LADO where it is alleged that anyone working in the school has:
  - behaved in a way that has harmed a child, or may have harmed a child.
  - possibly committed a criminal offence against or related to a child.
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In depth information regarding staff allegations can be found within our Procedures for Managing Allegations against Staff policy. This can be found in the staff room/office/website. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime. The leadership team at Phoenix Primary School will take all concerns or allegations received seriously.
- If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers/supply staff/visitors) posing a risk of harm to children, then:
  - Allegations should be referred immediately to the Head Teacher or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. Please refer to the Medway [LADO Leaflet](#) if you need further information.
  - In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.
  - Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact **the LADO directly on 01634 331065**.
  - The Headteacher or Chair of Governors will seek advice from the LADO within 24 hours of the alleged incident. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO.
- Where headteachers are unsure how to respond, for example if the school is unsure if a concern meets the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Line and/or the Education Safeguarding Service



has a legal duty to refer to the [Disclosure and Barring Service](#) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

- If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

### **18.1 Concerns that do not meet the 'harms threshold'**

- Phoenix Primary School's Staff Code of Conduct explains what a low-level concern is and the importance of sharing concerns. We have a clear reporting procedures for children, parents and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures in place for confidentially sharing, recording and handling of low-level concerns.
- A low-level concern is any concern (no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt') that a member of staff has acted in a way that:
  - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
  - does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).
- Low-level concerns can exist on a wide spectrum, from the inadvertent and thoughtless, through to behaviour which is intended to enable abuse.
- Where low-level concerns are reported, the headteacher/principal should liaise with the LADO Service on 01634 331 065
- The Medway LADO policy states that all allegations, including low level are considered with the LADO, please communicate and engage with the LADO in relation to all low-level concerns.

### **18.1 Whistleblowing Procedure**

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team. All members of staff are made aware of the school's Whistleblowing procedure It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **19. Safeguarding Children with Special Educational Needs and Disabilities**



- Phoenix Primary School understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These children may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDco to plan support as required.
- All staff will ensure that children with SEN and disabilities will be able to overcome the barriers that exist for this group of children and specifically ensure that those with communication difficulties will be supported to make sure that their voice is listened to and acted upon.
- It is important that all staff are aware that children with SEN and disabilities may not always outwardly display indicators of abuse and that some children can be disproportionately impacted by things like bullying and exploitation without outwardly showing signs.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

## 20. Curriculum and Staying Safe

- [Working Together to Safeguard Children \(2018\)](#) states that the curriculum should ensure opportunities for “developing children’s understanding, awareness and resilience”.
- Schools play a pivotal and essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- The school uses the PSHE and RSE curriculum to increase self-esteem, self-awareness and social and emotional understanding, assertiveness and decision making this ensures that our pupils have a range of strategies to ensure their own protection and that they are able to also protect others. Online safety is also integrated into the curriculum
- The school ensures that teachers that teach the PSHE curriculum have been trained and equipped to deliver high quality PSHE education in a safe way. For further information and training on Medway PSHE programs please follow the link: [School PSHE programmes](#)
- Children feel they can talk to a range of staff when they feel they are worried and can feedback about their school experience. Children at Phoenix Primary School will be listened to, heard and their concerns will be taken seriously and acted upon as appropriate.
- Other systems that exist outside of expected day to day classroom interaction and support include: anti-bullying policy, Prefects, questionnaires, access to Pastoral.

## 21. The Use of School Premises by Other Organisations

- Services or activities provided separately by another organisation from time to time may seek to use the school premises. The Headteacher or Governing Body will seek written assurance



that the organisations concerned have suitable policies and procedures in place with regard to safeguarding children and that relevant safeguarding checks have been made for all staff and volunteers.

- Without this assurance then an application to use the premises will be refused

## 22. Security

- Phoenix Primary School has a responsibility to provide a secure site that is controlled by clear management directives, but the site is only as secure as the people who use it. Therefore, all staff and people on the site have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented should Covid-19 restrictions need to be reintroduced.
- Visitors and volunteers must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring visitors are to be accompanied/supervised by [regulated staff member](#). Visitors will be expected to adhere to any safety arrangements should Covid-19 restrictions need to be reintroduced.
- Phoenix Primary School will not tolerate or accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe). This type of behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.
- Any individual on site who is not known or identifiable by a visitor's pass may be challenged by any staff member for clarification and reassurance.

## 23. Monitoring and Review

- All school staff (including temporary/supply staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/guardians.
- This policy has been written in (July 2022) to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- All staff will have access to this policy and sign to the effect that they have read and understood its contents. The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.
- The policy forms part of our school development plan and will be reviewed annually.
- The Local Governing Body

## 24. Local Support

- All members of Staff at Phoenix Primary School are made aware of local support available.



If a child may be at risk of **imminent harm**, you should call **Children's Services First Response Team on 01634 334466** and/or the **Police on 999**

- **Contact details for Education Safeguarding Officer (Education Safeguarding Service)**

- Kate Barry (Education Safeguarding Officer – Maternity Leave until October 2022)
- 01634 331017
- [kate.barry@medway.gov.uk](mailto:kate.barry@medway.gov.uk)
- [educsafeguarding@medway.gov.uk](mailto:educsafeguarding@medway.gov.uk)

#### **Interim Education Safeguarding Officer**

- **Fiona Veitch**
- **01634 331464**
- [Fiona.veitch@medway.gov.uk](mailto:Fiona.veitch@medway.gov.uk)

#### **Operational LADO and Education Safeguarding Manager**

- Maisie Adkins
- 01634 331065
- [maisie.adkins@medway.gov.uk](mailto:maisie.adkins@medway.gov.uk)

- **Education Lead in MASH – For MASH Enquiries only.**

- **Contact details for the LADO:**

- Telephone: 01634 331065
- Further information and contact details found: [Advice and resources for professionals](#)

- **Children's Social Work Services**

- First Response: 01634 334466 (Monday to Friday from 9am to 5pm)
- Out of Hours: 03000 419 191

- **Kent Police**

- 101 (or 999 if there is an immediate risk of harm)

- **Medway Safeguarding Children Partnership (MSCP)**

- [mscp@medway.gov.uk](mailto:mscp@medway.gov.uk)
- 01634 336 329

## **25. National Support**

### **Support for staff**

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)



## Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

## Support for adults

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



## 26. APPENDIX 1: Definitions of Forms of Abuse/Specific Safeguarding Issues

### Definitions of Forms 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.

- **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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Please click on the hyper link for further information, advice and guidance: [NSPCC Physical Abuse](#)

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

Please click on the hyper link for further information, advice and guidance: [NSPCC Emotional 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 assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Please click on the hyper link for further information, advice and guidance: [NSPCC Sexual Abuse](#)

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is



born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Please click on the hyper link for further information, advice and guidance: [NSPCC Neglect](#)

## Specific Safeguarding Issues

**Please see below links to information and guidance about specific safeguarding issues. You will find further information in Annex B: Keeping Children Safe in Education 2022**

### Mental Health

- The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#).

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Every mind matters <https://www.nhs.uk/oneyou/>

The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the [Link Programme](#). Training for senior mental health leads, will be available to all state-funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phoneline: <https://respectphoneline.org.uk>





## Honour based Violence (FGM and Breast Ironing)

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>
- Information and resources <https://www.gov.uk/government/collections/female-genital-mutilation>
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)
- National FGM Centre <http://nationalfgmcentre.org.uk/fgm/>

## Contextual Safeguarding, Child-on-Child abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)
- [Supporting practice in tackling child sexual abuse - CSA Centre](#)

## Substance Misuse

- Drugs advice for Schools: [Gov.uk Drugs advice for schools](http://Gov.uk/Drugs%20advice%20for%20schools)
- Talk to Frank <https://www.talktofrank.com/>
- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)

## Online Safety

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC/ Net Aware: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety) and [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)



- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
- LGFL '[Undressed](#)' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

### Radicalisation and hate

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



## 27. APPENDIX 2: Related Safeguarding Policies

This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below: (to be read and followed alongside this document).

- Behaviour management and use of physical intervention
- Code of Conduct/Behaviour policy
- Online Safety; Social media and Mobile technology
- Anti-Bullying
- Data protection and Information sharing
- Image use
- Relationship and Sex Education (PSHRE)
- Personal and intimate care
- Health and safety, including plans for school reopening
- Attendance
- Risk assessments (e.g. school trips, use of technology, school re-opening)
- First aid and accidents
- Managing allegations against staff
- Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
- Safer recruitment
- Whistleblowing

The school may wish to hyperlink documents to ensure staff have easy access to the additional policies that should be read alongside this document.



## 28. APPENDIX 3: Procedure for dealing with disclosures (the 6 R's – what to do if)

### 1. Receive:

- Listen to what is being said without displaying shock or disbelief you display denial to a child or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.
- Accept what is being said without judgement.
- Take it seriously.

### 2. Reassure:

- Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now".
- Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.
- Tell the child that you will need to tell some people, but only those whose job it is to protect children.
- Acknowledge how difficult it must have been to talk and reassure them they have done the right thing.

### 3. React:

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

### 4. Record:

- Make some very brief notes at the time and write them up in detail as soon as possible.
- Do not destroy your original notes
- Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used by the child
- Record statements and observable things, not your interpretations or assumptions – keep it factual.

### 5. Remember:

- Contact the designated member of staff
- The designated teacher may be required to make appropriate records available to other agencies

### 6. Relax

- Get some support for yourself



## **29. APPENDIX 4: Reference to Additional Documents regarding the Child Protection & Safeguarding Policy**

- Children Act 1989 and 2004
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discriminations Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000



30. APPENDIX 5: Confidential Safeguarding Record Form

1. Confidential safeguarding record form

Information sheet

**School: Phoenix Primary School**

Name of child:

Date of birth:

<b>Any other name by which the child is known</b>		
Address		Telephone numbers
<b>Family members</b>		
Name	Relationship	Address
<b>Other children associated</b>		



<b>Professionals involved</b>		
<b>Name</b>	<b>Agency</b>	<b>Address and phone number</b>



## 2. Confidential safeguarding record form

**School: Phoenix Primary School**

Chronology:

Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_

Date of incident	Details of the Incident / Concern.	Signed/ Date:





**3. Confidential safeguarding record form**

**School: Phoenix Primary School**

DCPC record of action:

Name of child:

Date of birth:

Date	Action	Signature



#### 4. Confidential safeguarding record form

**School: Phoenix Primary School**

**Record of concern:**

Name of child:

Date of birth:

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

Date and time of incident	
Incident	
Names of witnesses and any other information	Action taken
Signature	Date (dd/mm/yy) and time form completed



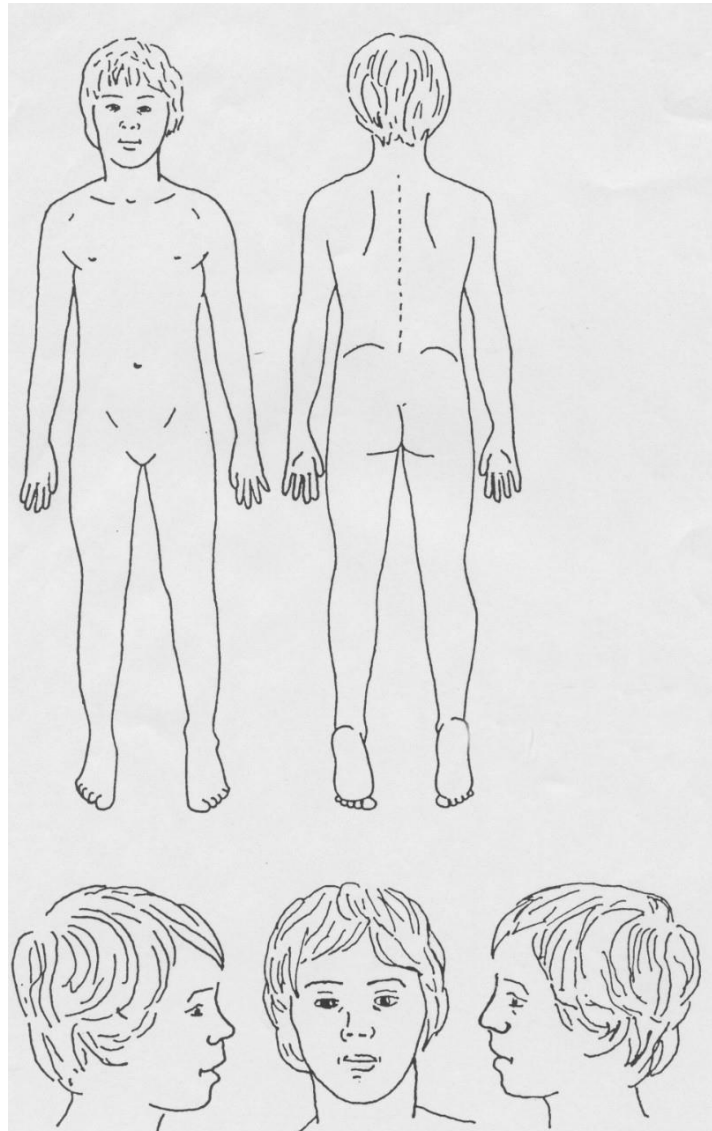
## 5. Confidential safeguarding record form

**School: Phoenix Primary School**

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

Name of child:

Date of birth:



# Phoenix Primary School

## Positive Handling Plan

Child's Name:

Class:

SEN, Disability, Vulnerability, Medical or Social Needs:

What are the triggers? What has led to dangerous situations in the past?

What hazards have been seen in the past? Please tick all that apply

Spitting  Kicking  Punching  Biting  Slapping  Hair Pulling  Pushing  Pulling Clothing   
Pinching  Neck Grabs or Holds  Arm Holds  Leg Holds  Body holds  Use of Missiles   
Use of Weapons

Other? Please state:

Likelihood of it happening: Low  Medium  High

What can be done to prevent or reduce the risk these incidents happening?

Are there any distractions or diversions that would help to stop a situation from escalation or help to de-escalate it? Interests, key words, objects etc.

What de-escalation strategies have worked in the past? What should be avoided? Are there key people who the child may respond to?

Has physical intervention worked in the past? If the answer is yes, what strategies were used? Should any be avoided?

In the past, what calming strategies have been used after the incident? Is there anything that should be avoided?

Who needs to be informed of these incidents?

Parents/Carers  Social Worker  Educational Psychologist  Doctor  Hospital

Other: (please state)

People involved in formulating this plan:

Review Date:

Date:



<b>Child's Name:</b>		
<b>Name/s of staff involved:</b>		
<b>Class:</b>		
<b>SEN or Disability:</b>	<b>Name/s of witnesses, (staff or pupils):</b>	
<b>Details of other pupils involved. Include any vulnerability due to SEN, disability or social reasons.</b>		
<b>Date:</b>	<b>Time:</b>	<b>Location of incident:</b>
<b>Description of incident</b>		
<b>Action Taken: (Please include when and how parents were informed and their reaction)</b>		
<b>Signature of staff:</b>	<b>Signature of any witnesses:</b>	
<b>Print name:</b>		
<b>Role:</b>		



**Phoenix Primary School**  
**Record of Significant Incident/Use of Force**

**Please use checklist on reverse before submitting this report**

**Checklist for writing a Significant Incident/use of force report**

**Have you included the following if necessary?**

- Any SEN, disability, vulnerability or medical need of the child?
- Names and roles of any staff involved
- Names and details of any witnesses
- Any attempts made by staff to de-escalate the situation
- Any warnings given that force may be used
- The reasons for recording this incident
- Any injury suffered by staff or pupils during the incident
- Any first aid and/or medical treatment required as a result of the incident
- The name/s of the person/people this form was shared with after the incident, including outside agencies
- The action taken after the incident i.e. support and/or disciplinary action
- When and how the parents/carers were informed and their reaction.
- Name and role of person compiling the report
- Name and role of person countersigning the report.



## Prevent Referral form

### Referral details

<b>Name:</b>			
<b>Alternative names:</b>			
<b>Date of birth:</b>		<b>Gender:</b>	
<b>Address:</b>			
<b>Nationality:</b>		<b>Ethnicity:</b>	
<b>Language:</b>		<b>Religion:</b>	
<b>Family or carer details:</b>			

### Referring agency details

<b>Referral author and contact details</b>			
<b>Agency:</b>			
<b>Date of referral:</b>			

### Referral factors

<b>Faith / ideology issues</b>	e.g. concerning comments relating to faith or ideology, association with extremists
<b>Social mobility issues</b>	e.g. Poverty, lack of social activity, isolation, lack of education or employment, immigration issues
<b>Physical or mental issues</b>	e.g. disability, learning difficulties, mental health concerns



<b>Risk or harm factors</b>	e.g. threat posed by family member (i.e. DV issues), victim of hate crime or personal attack
<b>Criminal activity or association</b>	e.g. involved in criminal activity, associating with known criminals
<b>Summary reason for referral</b>	
Outline main reasons for referral	
<b>Existing agency involvement</b>	
Outline any agency involvement already in place (that you are aware of) e.g. Early Help/Preventative Services (CAF), MAPPA, Safeguarding	
<b>Any other relevant information</b>	

When completed please email to [channel@kent.pnn.police.uk](mailto:channel@kent.pnn.police.uk)





## 31. APPENDIX 7: Child protection and safeguarding: COVID-19 addendum

To be reintroduced if required

### 31.1 Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Peter Sears	<a href="mailto:psears@phoenixprimary.com">psears@phoenixprimary.com</a> 01634 829009
Deputy DSL	Claire Beer	<a href="mailto:cbeer@phoenixprimary.com">cbeer@phoenixprimary.com</a> 01634 829009
Designated member of senior leadership team if DSL (and deputy) can't be on site	Melissa Ireland	<a href="mailto:mireland@phoenixprimary.com">mireland@phoenixprimary.com</a> 01634 829009
Headteacher	Peter Sears	<a href="mailto:psears@phoenixprimary.com">psears@phoenixprimary.com</a> 01634 829009
Designated Safeguarding Governor	Barbara Fincham	<a href="mailto:bfincham@phoenixprimary.com">bfincham@phoenixprimary.com</a> 01634 829009
Local authority designated officer (LADO)	Kate Barry Fiona Vietch	01634 331065
Chair of Governors	Sarah Phillipson	<a href="mailto:sphillipson@phoenixprimary.com">sphillipson@phoenixprimary.com</a> 01634 829009

### 31.2 Scope and definitions

This addendum applies during the period of school closure due to COVID-19 and reflects updated advice from our 3 local safeguarding partners Medway Council, Medway Health and the Police.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
- With a child protection plan
- Assessed as being in need.
- Looked after by the local authority.
- Have an education, health, and care (EHC) plan.
- Those living in temporary accommodation.
- Care leavers.
- Those who are young carers.
- Those who may have difficulty accessing devices or lack of space.
- Those deemed to be at risk of poor mental health.



### 31.3 Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

### 31.4 Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

### 31.5 DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

In the event of a DSL not being in school they will be contactable at [psears@phoenixprimary.com](mailto:psears@phoenixprimary.com)

We will keep all school staff and volunteers informed via an email rota as to who will be the DSL (or deputy) on any given day.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Peter Sears or Claire Beer. You can contact them by:

[psears@phoenixprimary.com](mailto:psears@phoenixprimary.com) or [cbeer@phoenixprimary.com](mailto:cbeer@phoenixprimary.com)

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- The Deputy DSL will make regular contact via phone to all vulnerable families of children not attending school and report this to the DSL with any concerns.

### 31.6 Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding leads; The LA, Health and the Police
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

If a child is at risk of imminent danger or harm concerns will need to be referred by telephone to **First Response 01634 334466 and/or the police**. If it is an emergency the police need to be called on 999.



**If there are child protection concerns the role of the school is NOT to investigate but to recognise and refer**

**Less urgent concerns or requests for support will be referred to Children’s social care and Early Help via the Medway online form ([the portal](#))**

### **31.7 Monitoring attendance**

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn’t attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by telephone, text or email.
- Notify their social worker, where they have one

We are using the Department for Education and Medway Council’s daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. These are changed when informed or if we are told.

### **31.8 Peer-on-peer abuse**

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

### **31.9 Concerns about a staff member or volunteer**

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

### **31.10 Support for children who aren’t ‘vulnerable’ but where we have concerns**

We have the option to offer places in school to children who don’t meet the Department for Education’s definition of ‘vulnerable’, but who we have safeguarding concerns about. We will work with parents/carers to do this. This will vary over time and needs will change for individuals and families.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

### **31.11 Contact plans**

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won’t be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn’t be in the child’s best interests); or
- They would usually attend but have to self-isolate



A record of all contact over this period with vulnerable children is registered on CPOMS and this will be carried out at least once a week or more regularly if there is a high-level concern.

This contact will be carried out by Claire Beer our Family Liaison Officer. This will be over the phone and in exceptional situations doorstep visits.

These are reviewed weekly.

If we can't make contact, we will contact a family member, the child's social worker or the police

### **31.12 Safeguarding all children**

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

### **31.13 Online safety**

#### **In school**

All children have been through online safety training at the beginning of the year and are regularly reminded.

We will continue to have appropriate filtering and monitoring systems in place in school.

The trust IT Support are available throughout this period to answer any issues surrounding on-line safety.

#### **Outside school**

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Staff have undertaken online safety training.

The online systems Class Dojo, Purple Mash, Maths Rockstar's and Reading Bug Club is used to share and upload completed work

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides



- Know where else they can go for support to keep their children safe online

### **31.14 Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils. e.g. offering counselling over the phone instead of face-to-face.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **32. Staff recruitment, training and induction**

### **32.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

### **32.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

### **32.3 Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **32.4 Keeping records of who is on site**

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

### **32.5 Children attending other settings**

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.



Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

### **32.6 Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by the Headteacher. At every review, it will be approved by the full governing board.

### **32.7 Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy

## **COVID-19 school closure - Contact details**

### **Education Safeguarding Officers (Education Safeguarding Service)**

- Kate Barry (Education Safeguarding Officer – **Full time** (MASH and QA))
- 01634 331017
- [kate.barry@medway.gov.uk](mailto:kate.barry@medway.gov.uk)
- [educsafeguarding@medway.gov.uk](mailto:educsafeguarding@medway.gov.uk)
  
- Danielle Mitchell (Education Safeguarding Officer –**Fri**)
- 01634 334453
- [danielle.mitchell@medway.gov.uk](mailto:danielle.mitchell@medway.gov.uk)
- [educsafeguarding@medway.gov.uk](mailto:educsafeguarding@medway.gov.uk)



- **Contact details for the LADO:**
  - Telephone: 01634 331065
  - Further information and contact details found: [Advice and resources for professionals](#)
- **Children's Social Work Services**
  - First Response: 01634 334466 (Monday to Friday from 9am to 5pm)
  - Out of Hours: 03000 419 191
  - No Name Consultation Line 09:30-12:30 provide professionals with advice on safeguarding issues and processes, when feeling uncertain as to whether or not to make a referral, where concerns are held, over a child or young person.
- **Kent Police**
  - 101 (or 999 if there is an immediate risk of harm)
- **Medway Safeguarding Children Partnership (MSCP)**
  - [mscp@medway.gov.uk](mailto:mscp@medway.gov.uk)
  - 01634 336 329

## Safeguarding Support

### Support for staff

- Coronavirus and your wellbeing  
<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>
- With more teachers swapping classrooms for front rooms, Oliver Ireland shares five ways to avoid bad home-working habits  
<https://www.tes.com/news/5-wellbeing-rules-teachers-working-home>
- Remember, the Education Support Partnership is there for anyone who works in a school.  
**Education Support Partnership Helpline:**  
Telephone: 08000 562 561 (24/7)  
Text: 07909 341229  
Website: <https://www.educationsupport.org.uk/>

### Support for Pupils

- **Dave the Dog is worried about coronavirus – Downloadable book**

A book for children about coronavirus that aims to give information without fear.

With everything that is going on at the moment; big changes to children's routines and lots of stories on the news it can be a really scary time for children. This book aims to open up the conversation about coronavirus and some of the things they might be hearing about it and provide truthful information in a reassuring and child friendly manner. Click Here - <https://nursedottybooks.com/dave-the-dog-is-worried-about-coronavirus-2/>

- **Covibook**

Download the book to discuss the range of emotions arising from coronavirus



<https://www.mindheart.co/descargables>

- **E-Bug – Washing your hands:** Use [e-Bug](#) resources to teach pupils about hygiene.

- **The Children’s Commissioner Children’s Guide to coronavirus**

There have been big changes in our lives because of coronavirus, so The Children’s Commissioner have created a children’s guide to coronavirus to help explain the situation.

<https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

- **SEND -Coronavirus explainer in Makaton (Ineqe)** - Children with a range of SEND needs may be struggling right now, perhaps through lack of routine or not understanding how things are.

Holly Rankin, is the Special Educational Needs Advisor at Ineqe and in this video explains Coronavirus using Makaton: <https://youtu.be/9OS8vbjr2-Q>

### Support for parents/carers

- **Talking to a child worried about Coronavirus**

The NSPCC has created a new webpage with information and advice for parents or carers who are worried a child or young person may be struggling with their mental health or has anxiety about Coronavirus. The webpage includes information on: talking about feelings and worries; keeping in touch and balancing screen time; ways to create structure and routine; and helping to give children a sense of control. Read more information and advice on the links below:

#### Talking to a child worried about coronavirus (COVID-19)

[NSPCC talking to a child about Coronavirus - Click here](#)

**Tips on How to have difficult conversations with children** [NSPCC How to have difficult conversations - Click here](#)

- **MIND - Coronavirus and your wellbeing**

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

- **Resources for parents during coronavirus** – Please click on the link below for a list of handy, free online activities and materials to use at home.

<https://www.childrenscommissioner.gov.uk/coronavirus/resources/>





## Department for Education coronavirus helpline

The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children's social care. Staff, parents and young people can contact this helpline as follows:

Phone: 0800 046 8687

Opening hours: 8am to 6pm (Monday to Friday), 10am to 4pm (Saturday to Sunday)

### 32.8 APPENDIX 7: Dealing with Unreasonable Complainants

#### Policy for Dealing with Unreasonable Complainants

In Phoenix Primary School, all the staff are dedicated to providing all the students with the best possible education and will aim to care properly for their health, safety and welfare at all times.

We believe that each school should work in partnership with parents, each carrying out their particular responsibilities to help the students gain the most from their time at the school.

This procedure pertains to each school and to all other elements of the Trust.

This policy will apply only when all reasonable avenues have been exhausted in trying to resolve a complaint.

The process to be followed in these efforts towards resolution is described in detail in our Complaint Policy.

#### 1. Statement of Policy

1.1 Phoenix Primary School is committed to dealing with all complaints fairly and impartially and to providing a high-quality service to those who complain. We will not normally limit the contact complainants have with the School. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from such behaviour, including that which is abusive, offensive or threatening. This policy outlines the procedure to be followed when dealing with unreasonable complainants.

#### 2. Dealing with Unreasonable Complaints: Formal Procedures

2.1 Phoenix Primary School defines unreasonable complainants as 'those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people's complaints'. A complaint may be regarded as unreasonable when the person making the complaint:

- Refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance;
- Refuses to co-operate with the complaints investigation process, while still wishing their complaint to be resolved;



- Refuses to accept that certain issues are not within the scope of the complaints procedure;
- Insists on the complaint being dealt with in ways that are incompatible with the adopted complaints procedure or with good practice;
- Introduces trivial or irrelevant information that the complainant expects to be taken into account and commented on, or raises large numbers of detailed but unimportant questions and insists that they are fully answered, often immediately or to their own timescales;
- Makes unjustified complaints about staff who are trying to deal with the issues and seeks to have them replaced;
- Changes the basis of the complaint as the investigation proceeds;

Repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed);

- Refuses to accept the findings of the investigation into that complaint where Phoenix Primary School's complaints procedure has been fully and properly implemented and completed, including referral to the Department for Education;
- Seeks an unrealistic outcome

Makes excessive demands on School time by frequent, length, complicated and stressful contact with staff regarding the complaint in person, in writing, by email or by telephone while the complaint is being dealt with.

