

Simon Langton Grammar School for Boys Child Protection Policy



Key Contact Personnel in School

Designated Safeguarding Lead:

Stefan Peto, Assistant Headteacher (Pastoral);
speto@thelangton.kent.sch.uk

Deputy Designated Safeguarding Leads:

Matt Tithecott, Assistant Headteacher (Mental Health and Wellbeing);
mtithecott@thelangton.kent.sch.uk

Maria Wells, Pastoral Lead (Sixth Form); mwells@thelangton.kent.sch.uk

Ken Moffat, Headteacher; headofschool@thelangton.kent.sch.uk

Named Safeguarding Governor: Frances Rehal

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Date written: September, 2019

Date agreed and ratified by Governing Body: September, 2019

Date of next review: 31st September, 2020

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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What to do if you have a welfare concern at the Langton

Why are you concerned?

- For example
 - Disclosure
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Immediately record your concerns

- Follow the school's procedure
 - Reassure the child
 - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe); use student's own words
 - Keep detailed notes; write up as a CPOMS incident and categorise under 'safeguarding'
 - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead ([Stefan Peto](#), [Matt Tithecott](#), [Maria Wells](#))

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Threshold document and procedures: www.kscb.org.uk
- Refer to other agencies as appropriate e.g. LADO, Police, Early Help Notification Form or Inter-Agency Referral Form
- If unsure then consult with Area Education Safeguarding Adviser ([Julie Maguire](#), Office: 03000 418503 Mobile: 07968 620707 julie.maguire@kent.gov.uk)

If you are unhappy with the response

Staff:

- Seek advice from the Education Safeguarding Team ([see opposite box for Julie Maguire contact details](#); Central Duty number 03000 41 11 11)
- Follow Whistleblowing Procedures

Pupils and Parents:

- Follow school complaints procedures (<https://www.thelangton.org.uk/policies>)

Record decision-making and action taken in the child's safeguarding file (to be found and stored in CPOMS)

Monitor

Be clear about:

- 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 Re-refer (if necessary)

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

1. Introduction and Ethos

- Simon Langton Grammar School for Boys is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
- Simon Langton Grammar School for Boys 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 encouraged to talk openly.
- Our school core safeguarding principles are:
 - We are an important part of the wider safeguarding system for children.
 - It is our whole school responsibility to safeguard and promote the welfare of children.
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All children have a right to be heard and to have their wishes and feelings taken into account.
 - All our staff understand safe professional practice and adhere to our safeguarding policies.

2. Definition of Safeguarding

- “Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education.” (Inspecting safeguarding in early years, education and skills settings, Ofsted, September 2018).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / 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 pupil situations or identifying features of families as part of their oversight responsibility.
- There are four main elements to our child protection policy
 - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
 - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
 - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
 - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of KSCMP (Kent Safeguarding Children Multi-Agency Partnership).
- This safeguarding policy is primarily focused towards children, the legal definition of a child in the UK being someone under the age of 18. However, Simon Langton Grammar School for Boys also takes seriously its duty of care towards members of its community who are also over the age of 18 but still in our setting (in particular those of Year 13 who have had their 18th birthday), and will apply the policy and procedures as appropriate in cases involving such students. The school recognises the right for these students to be treated as adults but also that maturity does not come instantly with age, and that in some cases they will be vulnerable as adults because of their relative lack of maturity to other

adults. The school recognises that KSCMP and other services involving in the safeguarding of children will not necessarily apply in cases of referral, for instance, but will undertake to safeguard in the same way the interests of all learners in the school.

3. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education 2019 (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 2017 (EYFS)

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
 - 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 ('County lines')
 - Domestic violence
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse
 - Human trafficking and modern slavery
 - Mental health
 - Missing children and adults
 - Online safety
 - Peer on peer abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Sexual violence and sexual harassment between children
 - Upskirting
 - Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2019)

- Every member of staff at Simon Langton Grammar School for Boys recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

4. Related Safeguarding Policies

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - The Behaviour and Discipline Policy
 - Online safety
 - Anti-Bullying Statement
 - Data Protection and Information sharing
 - Sex and Relationship Education
 - Health and Safety Policy
 - Home School Agreement
 - Attendance (Children Missing Education)
 - Risk Assessments (e.g. school trips, use of technology)
 - First Aid and Accidents
 - Managing Allegations Against Staff
 - Code of Conduct for Staff (including Acceptable Use of Technology/AUP)
 - Safer Recruitment
 - Whistle-Blowing

5. Key Responsibilities

- The governing body have read and will follow KCSIE 2019.
- The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually and when required.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL(s) is properly supported in their role.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team (Stefan Peto, Assistant Headteacher) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL's 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.g. e-Bulletins, conferences, local meetings, additional training etc.) at regular intervals, at least annually, to keep up with any developments relevant to their role.

- The school has appointed additional staff to deputise for the DSL (Matt Tithecott, Assistant Headteacher; Maria Wells, Pastoral Lead (Sixth Form), Ken Moffat, Headteacher). Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children
 - In the case of Children Looked After, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).
 - Liaise with other agencies and professionals in line with WTSC 2018
 - Ensure that locally established procedures are followed as necessary
 - Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the school's part in any multi-agency plan for a child.
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019)

5.2 Members of Staff

- **All members of staff have a responsibility to:**
 - provide a safe environment in which children can learn
 - be prepared to identify children who may benefit from early help
 - Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
 - Understand the early help process and their role in it.
 - Understand the school's safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - 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.
 - Know how to maintain an appropriate level of confidentiality.
 - Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- All members of staff at Simon Langton Grammar School for Boys know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 3 for advice for staff on responding to safeguarding concerns.
- **The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).**

5.3 Children and Young People

- **Children and young people (pupils) have a responsibility to:**
 - Contribute to the development of school safeguarding policies
 - Receive help from a trusted adult
 - 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.

5.4 Parents and Carers

- **Parents/carers have a responsibility to:**
 - Understand and adhere 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 and seek help and support from the school, or other agencies.

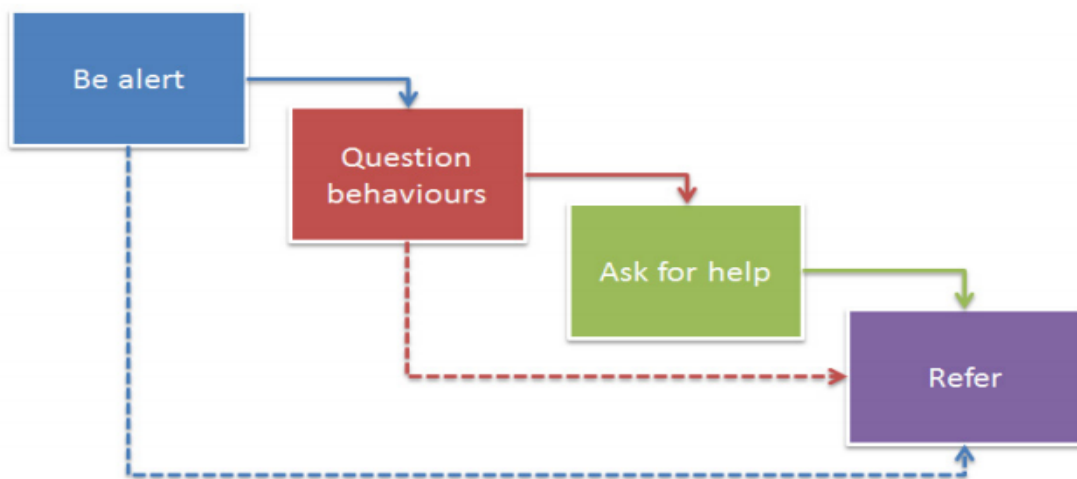
- A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. This statement is also available on the school website.
- Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website at <https://www.thelangton.org.uk/policies>

6. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental 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.
- 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. Safeguarding and Child Protection Procedures

- Simon Langton Grammar School for Boys adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website <https://www.kscmp.org.uk/>
- All members of staff are expected to be aware of and follow this approach



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to Children’s Social Work Services and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- The DSL may seek advice or guidance from Area Education Safeguarding Advisor from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service (the portal for referrals to Early Help and Children’s Services – to be found at <https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door>).
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help 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 Front Door if the situation does not appear to be improving or is getting worse.
- 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.

- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCMP, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned 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 re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Service.

8. Record Keeping

- **Staff will record any welfare concern that they have about a child on the school's CPOMS (Child Protection Online Management Software) system using the 'Safeguarding' category. Records will be completed as soon as possible after the incident/event, using the child's words and will be posted (in lieu of a signature) and dated by the member of staff.**
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- **Incident/Welfare concern forms are kept in the staffroom. These should only be used if the member of staff is unable to access CPOMS.**
- Safeguarding records are kept for individual children and are maintained in a separate category on CPOMS 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.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
- The Headteacher will be kept informed of any significant issues by the DSL.

9. Multi-agency Working

Simon Langton Grammar School for Boys recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018)

- Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Simon Langton Grammar School for Boys 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.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

10. Confidentiality and Information Sharing

- Simon Langton Grammar School for Boys recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- DfE Guidance on Information Sharing (July 2018) provides further detail. This can be found in the Main Office or can be provided by Stefan Peto on request.

11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. This can be found in the Main Office and on the school website.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy**. This can be found in the Main Office and on the school website.

12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of the "*Keeping Children Safe in Education*" (2019) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One. A record of this signature will be recorded in the school's Single Central Record (SCR).

- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted as regards the school's internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary 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.
- The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body (Frances Rehal), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe Working Practice

- All members of staff are required to work within clear guidelines in the school's Code of Conduct.
- Staff should be aware of the school's **Behaviour Management Policy**, and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

14. Staff Supervision and Support

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

15. Safer Recruitment

- Simon Langton Grammar School for Boys is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff.
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- Simon Langton Grammar School for Boys is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- 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.

16. Allegations Against Members of Staff and Volunteers

- Simon Langton Grammar School for Boys recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. 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
- Simon Langton Grammar School for Boys has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

- For specific guidance on how to respond to allegations against staff, please refer to the **“Procedures for Managing Allegations Against Staff” and Whistle Blowing Policy** which can be found in the Main Office or on the school website.

When in doubt – consult

17. Safeguarding Children with Special Educational Needs and Disabilities

- Simon Langton Grammar School for Boys acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
- The School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. 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.

18. Peer on Peer Abuse

- All members of staff at Simon Langton Grammar School for Boys recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and ‘sexting’. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Simon Langton Grammar School for Boys believes that abuse is abuse and it will never be tolerated, dismissed or minimised.
- ‘Upskirting’ is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person’s clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- ‘Sexting’ (Youth Produced Sexual Images) will not be tolerated. The school will respond to cases of ‘sexting’ in line with UKCCIS “Sexting in Schools and Colleges” guidance and in line with Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.
- Further information about the school’s response to specific allegations of abuse against pupils can be located in the following school policies: Anti-Bullying Statement, Behaviour and Discipline Policy, Online Safety Policy.
- The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS [“Sexting in Schools and Colleges”](#) guidance and [KSCB guidance](#).
- Further information in relation to the school’s approach to ‘sexting’ can be found in our Online Safety Policy, which can be found on the school’s website and also in the main office.

- Simon Langton Grammar School for Boys is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

19. Gangs, County Lines, Violent Crime and Exploitation

- The School recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Increased absence from school.
 - Change in friendships/relationships with others/groups.
 - Significant decline in performance.
 - Signs of self-harm/significant change in wellbeing.
 - Signs of assault/unexplained injuries.

20. Online Safety

- It is recognised by Simon Langton Grammar School for Boys that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.
- Simon Langton Grammar School for Boys identifies that the issues classified within online safety are considerable, but can be broadly categorised into three 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.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2019.
- Simon Langton Grammar School for Boys recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 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 schools **Online Safety Policy**, **Acceptable Use Policy** and **Image Use Policy** which can be found in the Main Office and on the school website.
- Simon Langton Grammar School for Boys will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. These systems are provided by KCC.
- Simon Langton Grammar School for Boys acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is 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 and where concerns are identified appropriate action will be taken.

- Simon Langton Grammar School for Boys will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will 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.

21. Curriculum and Staying Safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

22. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved then an application to use premises will be refused.

23. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

24. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.
- The policy forms part of our school development plan and will be reviewed annually.

25. Local Support

- All members of staff in Simon Langton Grammar School for Boys are made aware of local support available
 - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
 - Julie Maguire – East Kent Area Safeguarding Adviser
 - Office: 03000 418503
 - Mobile: 07968 620707
 - Email: julie.maguire@theeducationpeople.org
 - Katie Agnew – East Kent Safeguarding Admin Support
 - **Contact details for Online Safety in the Education Safeguarding Team**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
 - Ashley Assiter, e-Safety Development Officer, 03000 415797
 - esafetyofficer@theeducationpeople.org (non-urgent issues only)
 - **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Childrens Social Work Services**
 - Central Duty Team: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
 - **Central Duty / Front Door: 03000 41 11 11**
 - Urgent child protection issue outside of office hours call: 03000 41 91 91
 - Early Help & Preventative Services: earlyhelp@kent.gov.uk or phone 03000 419222

26. National Support

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk

- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

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

Appendix 1: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

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

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies

6. Relax

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