



# Solefield School

## Safeguarding & Child Protection Policy

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## SECTION ONE - INTRODUCTION, SCOPE, PERSONNEL

### 1.1 Introduction to Safeguarding at Solefield School

#### 1.1.1. Definition:

Safeguarding and promoting the welfare of children are defined for statutory purposes as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The core safeguarding principles of Solefield School, referred hereafter to as the 'School', are:

- a. It is the responsibility of the School to safeguard and promote the welfare of children;
- b. Children who are and feel safe make more successful learners;

The Safeguarding and Child Protection Policy will be reviewed annually by the Governing Body, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

This policy has been authorised by the Board of Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

This policy has been developed in accordance with the principles established by the *Children Acts 1989 and 2004*, and the *Education (Independent School Standards) (England) Regulations 2010* as amended in September 2019; and in line with government publications:

- Keeping Children Safe in Education (September 2021) (KCSIE)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006
- What to do if you're worried a child is being abused (March 2015). What to do if you're worried a child is being sexually exploited (March 2015)
- Working Together to Safeguard Children (July 2018)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

This policy also has regard for Kent County Council Children's Services procedures

Any deficiencies or weaknesses in the child protection arrangements will be remedied without delay.

In this policy, the Head refers to the Headmistress of Solefield School, 'DSL' refers to the 'Designated Safeguarding Lead' also known as the 'Safeguarding Lead'.

In this policy, any reference to the Local Authority Designated Officer (LADO) also includes the possibility of a team of officers being used by the Local Authority (LA).

## 1.2 Policy Statement, Principles and Aims

### 1.2.1 Policy Statement

The protection and welfare of pupils at Solefield School is of paramount importance. Children and parents have a right to expect the school to provide a safe and secure environment and the school has a general duty for children's welfare as part of its role "in loco parentis". The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

### 1.2.2 Principles

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment so as to create an open environment where staff and pupils feel able to raise concerns, and where concerns will be listened to with a readiness to involve support services and other agencies as necessary:

- The School will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties;
- All staff, including the Head, are responsible for safeguarding the welfare of children as part of their professional duties;
- All staff have an equal responsibility to act, in accordance with this policy and procedures and KCSIE, on any suspicion, concern or disclosure that may suggest a child is in need of support services or is at risk of significant harm; the full version of KCSIE is available to all staff via [this link](#);

A child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible.

The School is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance and in accordance with the School's Safer Recruitment policy; where staff from another organisation are working with pupils on the school grounds or on another site, the School will have received written confirmation that appropriate child protection checks and procedures have been carried out on those staff.

All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the School who will follow this policy guidance and statutory guidance in all that they do.

The School will work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support those children who are suffering significant harm or who may suffer significant harm without appropriate intervention. The School will work with Kent Children's Services, the police, health and other services to promote the welfare of children and to protect them from harm. Where requested to do so, the School will allow access for children's social care from the Local Authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a Section 17 or a Section 47 assessment. In

addition, the School will comply with any request to supply information to the Local Safeguarding Partners that it requires in order for it to perform its functions.

### 1.2.3 Aims of this policy

- To provide all staff, including the DSLs, the Head, volunteers and Governors with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children;
- To ensure consistent good practice across the School;
- To demonstrate the School's commitment with regard to safeguarding children.

### 1.3 Framework for the policy

This policy has been written in accordance with government statutory guidance and locally agreed safeguarding partner procedures (Kent County Council) and is available on the school website. It also applies to the EYFS

There are five main elements:

- Establishing a safe environment in which children can learn and develop.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Ensuring safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected or likely cases, of abuse.
- In accordance with his agreed child protection plan, supporting pupils who have been abused.

Section 87(1) of the Children Act 1989, Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2010 (as amended) require the proprietors of the School (The Governing Body) to have arrangements to safeguard and promote the welfare of pupils at the School. The latest statutory guidance is contained in the documents Keeping Children Safe in Education (KCSIE) (September 2021), and Working Together to Safeguard Children (July 2018), see section 1.1 of this policy, or via the government Safeguarding link [here](#):

Kent County Council also publishes guidance and information for schools in our area.

### 1.4 The Structure of Internal Reporting of Safeguarding

The DSL and DDSLs meet weekly to discuss safeguarding and child protection matter.

The DSL reports on safeguarding and child protection matters as follows:

- Twice weekly to the School Leadership Team
- Termly to the Governors' Education Committee
- Termly to the Board of Governors Meeting

The School Leadership Team consists of the Head, Deputy Head, Deputy Head (Pre-Prep), Pastoral Lead and Registrar.

The Governors' Education Committee includes the Nominated Child Protection Governor.

The Board of Governors includes the Nominated Child Protection Governor and the Chairman of Governors.

## SECTION TWO: ROLES AND RESPONSIBILITIES AT SOLEFIELD SCHOOL

### 2. Roles and responsibilities in Managing Safeguarding & Child Protection

#### 2.1 All Staff

All staff, which includes the Head, all Governors, teaching and support staff, including temporary staff and all volunteers who do not fall under visitor procedures, (hereafter 'staff') have a statutory responsibility to:

- Have read at least part one of Keeping Children Safe in Education (September 2021) including Annex A;
- Provide a safe environment in which children can learn;
- Be aware of systems, policies and procedures within the School which support safeguarding;
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed;
- Be aware of the changing nature of abuse including, but not exclusively restricted to, Children Missing Education, Domestic Abuse, County Lines and gangs, Peer on Peer Abuse, Child Sexual Exploitation, Honour-Based Violence and Female Genital Mutilation, Serious Violence, Upskirting, Radicalisation.
- Have taken part in the online training specified by the school for the Prevent Strategy (July 2015) combatting radicalisation;
- Work with the DSLs and, if required, to support social workers to take decisions about individual children;
- Attend appropriate safeguarding and child protection training on appointment and subsequent refresher training at a minimum of 3-yearly intervals in accordance with Local Safeguarding Partners guidance.
- Make a direct referral to Kent Children's Services immediately if, at any point, there is a risk of immediate serious harm.
- Identify possible mental health problems

#### 2.2 Designated Safeguarding Lead & Deputies

The Designated Safeguarding Lead is Dana Koheji (Pastoral Lead – Welfare & Head of Art)

The Deputy Designated Safeguarding Leads are senior members of staff, Helen McClure (Headmistress), Gemma Goodwin (Head of Pre-Prep), Kate Easton (Deputy Head) and Rob Coston (Assistant Head).

The DSL and Deputies are responsible for safeguarding for the whole school including the EYFS and the school ensures there is sufficient cover. The DSL and Deputies meet weekly. The broad areas of responsibility for the DSL and DDSL are as follows and taken from Appendix B of KCSIE:

##### 2.2.1 Managing referrals

The local Safeguarding Partners are accessed via KCC with advice from the LADO.

The DSL / DDSL will:

- Refer all cases of suspected abuse to the local authority Children's Social Care and:
  - The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);



- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and/or
  - Police (cases where a crime may have been committed).
- Liaise with the Head, as appropriate, to inform her of safeguarding issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Be responsible for pupils' online safety.

### 2.2.2. Training requirements: DSL and Deputy DSLs

The DSL and Deputy DSLs will receive appropriate training carried out at least every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of locally agreed procedures for child protection and safeguarding partner working, in particular how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- Ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and procedures and the staff Code of Conduct (including whistleblowing, acceptable use of IT, staff/pupil relationships and communication including use of social media, online safety and the 'Prevent' duty), including new and part time staff.
- Be alert to and support the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Ensure additional support for children in need who have welfare, safeguarding and child protection issues which might be impacting on attendance, engagement and achievement in school.
- Ensure support for those children who have or have had a social worker.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

The DSL / DDSs receive regular updates on safeguarding from the Local Authority.

### 2.2.3 Training of Staff

The DSL and DDSs will ensure that:

- all staff have received the required training (through induction) and have signed to indicate that they have read and understood
  - the Safeguarding Policy
  - the Code of Conduct (including whistleblowing, acceptable use of IT, staff/pupil relationships and communication including use of social media, online safety and the 'Prevent' duty) which includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils
  - the Behaviour Policy
  - Part One of KCSIE (including annex B)
  - Annex A may 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.
  - Safeguarding response to CME
  - Action needed in the case of Peer-on-Peer violence or abuse
  - and that they know who the DSL and DDSs are
  - identifying possible health problems
- all staff are re-trained as required and that an accurate record of staff attendance of induction and refresher training is maintained.
- all staff receive regular informal safeguarding updates, usually at the start of each term and at least once each year
- all staff are updated when any significant changes are made to KCSIE or other regulatory policies, or when there are any child specific updates to be communicated.
- DSL and DDSs will support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
  - ensure that staff are supported during the referrals processes; and
  - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

#### 2.2.4 Raising Awareness

The DSL will ensure the School's policies are known and used appropriately. The DSL will:

- Ensure the School's Safeguarding and Child Protection Policy and the staff Code of Conduct are reviewed annually, and that procedures and implementation are updated and reviewed regularly, in light of changes in local procedures and national statutory requirements and guidance, and work with the Governing Body regarding this.
- Ensure the Safeguarding and Child Protection Policy is available publicly (through the School website) and parents are aware of the fact that referrals about suspected abuse or neglect must be made and the role of the School in this.
- Link with the Kent Children's Services, to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the School, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt and where appropriate, that the child's social worker is informed.

In addition to the above responsibilities as set out in KCSIE, the DSL will:

- Notify the local authorities if a child with a child protection plan is absent for more than two days without explanation.

- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Information and Communications Technology (ICT), Relationships, Sex and Health Education (RSHE) and/or Form Time.
- Ensure appropriate safeguarding responses are in place and are implemented to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions. The School has a separate Missing Pupil Policy, see Appendix 4.
- Understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.
- Liaise with other agencies that support the pupil such as Social Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Make requests to feeder schools for any child protection information which relates to children joining Solefield School (a letter is sent soon after pupils join the school by Barbara Volpato to the DSL of feeder schools and nurseries). This includes children relocating from abroad.

#### 2.2.5 Liaison between the DSL and the Nominated Governor

- When an issue arises which has potential child protection implications, the DSL will inform the Chair of Governors and the Nominated Governor.
- At this stage, we cannot make a clear judgement as to the seriousness of the issue, but we can state whether external agencies (Social Services/Medical professionals/Police) have been contacted.
- The DSL can outline our next steps and the Nominated Governor will ensure that our policy is being followed and the law complied with.
- In the event that allegations are made against the Headmistress, the DSL must inform the Chair of Governors first of all.
- If the allegations are against one of the DDSLs, the DSL will be informed directly.
- The DSL would always keep information to the Nominated Governor to a 'no names' basis.

#### 2.2.6 On-Line Safety

The DSL is responsible for ensuring pupils are kept safe on-line. This is done through the Headmistress (DDSL) and Head of ICT and Data Officer, Rob Coston, and includes:

- Ensuring pupils are educated through RSHE and ICT lessons on how to stay safe on-line.
- Ensuring appropriate filters are in place.
- Scrutinising reports of browser histories for staff and pupils provided by the school's IT provider.
- Reporting to the school's Leadership Team and governors any concerns.

#### 2.3 Deputy DSLs

The DDSLs have also undertaken child protection training and training in safeguarding partner working and will attend refresher training every two years. In the absence of the DSL, the functions of the DSL will be carried out by the DDSL. Throughout this policy, reference to the DSL includes the DDSL where the DSL is unavailable.

## 2.4 Governing Body

It is the governing body's overall responsibility to ensure compliance with child protection statutory requirements. The Governing Body takes seriously its responsibility to uphold the aims of the charity and its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The reporting of Safeguarding practice at the School enables the Governing Body to ensure compliance with current legislation and to identify areas for improvement. The Governing Body recognises that close liaison with the local authorities is also vital in order that appropriate support and training can be given.

### 2.4.1 The Governing Body will ensure that:

- There is an effective and statutorily compliant Safeguarding and Child Protection Policy and Procedures in place, together with a staff Code of Conduct and that these are provided to all staff (including temporary staff and volunteers) on induction;
- DSLs are appointed and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the role and responsibilities as outlined above;
- The School contributes to safeguarding partners in line with statutory guidance Working Together to Safeguard Children (July 2018) through effective implementation of the Safeguarding and Child Protection Policy and Procedures and good cooperation with local agencies;
- The School's safeguarding arrangements take into account the procedures and practice of the local authority as part of the safeguarding partners safeguarding procedures;
- The School has statutorily compliant procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head (see part four of KCSIE 2021 and Appendix 3 of this document);
- The School operates safer recruitment policies and procedures that include the requirement for at least one member of a recruitment panel to have undertaken safer recruitment training and for appropriate checks to be made in line with national guidance (see part three of KCSIE 2021 and the School's Recruitment Policy);
- The School operates an effective training strategy that ensures all staff, including the Head receive child protection training, in accordance with Local Safeguarding Partners guidance;
- The DSL and DDSL receive refresher training at two-yearly intervals as a minimum;
- An annual review of safeguarding is carried out by the Headmistress who in turn reports to the Governing Body;
- Where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after';
- Appropriate safeguarding responses are in place to deal with pupils who go missing from the School (see Missing Pupil policy, Appendix 4);
- Ensure that any serious incident that has resulted or could result in a significant loss of funds or a significant risk to the School's property, work, beneficiaries or reputation is reported to the Charity Commission immediately, including any suspicions, allegations or incidents of abuse or mistreatment of vulnerable beneficiaries. In particular, if:
  - there has been an incident where the beneficiaries have been or are being abused or mistreated while under the care of the School or by someone connected with the School such as a Governor, member of staff or volunteer;
  - there has been an incident where someone has been abused or mistreated and this is connected with the activities of the School;

- allegations have been made that such an incident may have happened, regardless of when the alleged abuse or mistreatment took place there are grounds to suspect that such an incident may have occurred.

See more at: <https://www.gov.uk/complain-about-charity>

#### 2.4.2 Nominated Child Protection Governor

A member of the Governing Body is nominated by the full Governing Body to:

- have oversight of child protection matters;
- liaise with the local authority and/or partner agencies on issues of child protection;
- instigate the annual review of this policy;
- conduct the annual safeguarding audit

#### 2.4.3 Annual Safeguarding Audit (Review)

The safeguarding governor carries out an annual audit as follows:

- Review of policies;
- Training records;
- Scrutiny of Single Central register;
- Check of minutes of safeguarding meetings (or similar);
- Check of minutes of pastoral staff meetings (or similar);
- Scrutiny of confidential paperwork involving pupils of concern, referrals etc.
- Check of behaviour log (or similar);
- Interview of staff to check understanding of their safeguarding role;
- Interview of pupils.

A report is submitted to the full board of governors meeting for approval.

## 2.5 The Head

The Head will:

- Ensure that the Safeguarding and Child Protection Policy and Procedures adopted by the Governing Body are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the DSL and DDSs to carry out their roles effectively, including the assessment of pupils and attendance at leadership discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children is dealt with in accordance with the school's Whistle Blowing procedures;
- Provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith;
- Ensure that children's safety and welfare are addressed through the curriculum;
- Be able to understand safer recruitment procedures and processes and deal with allegations made against members of staff and volunteers.

## 2.6 Safeguarding Guidelines for all

To meet and maintain our responsibilities towards children, all members of the School community (staff, governors, pupils and parents) are expected to adhere to the following standards of good practice:

### 2.6.1 Individuals should be:

- Reading and understanding all of the School's safeguarding and guidance documents on wider safeguarding issues in addition to this policy, including: the Code of Conduct (including staff/pupil relationships and communication including use of social media and the 'Prevent' duty), Anti-Bullying, E-Safety Policy, First Aid, Missing Pupil Policy, Data Protection Policy, SEN Policy, Whistleblowing Policy, ICT Acceptable Use Policy and Mental Health Policy; See the School policies section in the staff handbook on OneDrive;
- Treating all children with respect;
- Setting a good example by conducting ourselves appropriately;
- Involving children in decision-making which affects them;
- Encouraging positive and safe behaviour among children;
- Being a good listener;
- Being alert to changes in children's behaviour;
- Maintain an attitude of 'it could happen here' where safeguarding is concerned;
- Recognising that challenging behaviour may be an indicator of abuse;
- Asking the child's permission before doing anything for them which is of a physical nature (except where there is an urgent need to take action to protect them or to prevent them from harming others), such as assisting with dressing, physical support during PE or administering first aid;
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding and discouraging the use of inappropriate sexualised or derogatory language;
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse;
- Promoting the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- Making clear to all pupils that if they have any problems or worries these can be taken to a form tutor, a subject teacher or any member of academic staff, a prefect or any member of the support or admin' staff.

## SECTION THREE AREAS OF SCHOOL LIFE UNDERPINNED BY SAFEGUARDING

### 3.1 Safer Recruitment

The School is committed to Safer Recruitment and the School's HR department (Headmistress, Registrar) are responsible for implementing these practices. 4 members of the School's interviewing team are trained in Safer Recruitment.

The School carries out the required checks on staff as outlined in Part 3 of KCSIE (September 2021). The flowchart on p.30 of KCSIE provides a helpful summary of what sort of checks are required for different roles and activities undertaken by staff.

More detailed information about our Recruitment policy and practice can be found in our Recruitment policy on the school website: The School must be assured that any staff employed by another organisation and working with Solefield School pupils outside of school premises (for example, in another institution) have undergone relevant safeguarding checks.

### 3.2 Abuse of Trust and Inappropriate Relationships

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

The School's Code of Conduct, in the Employment Manual, separately sets out expectations of staff.

All staff are aware of the potential for a pupil's relationship with another pupil to be or become abusive and are alert to this possibility and the requirement for concerns of this nature to be referred under the procedures detailed in this policy.

### 3.3 Children who may be particularly vulnerable

Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. See Appendix 1 and Appendix 2 for details about the types and signs of abuse.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive full and adequate protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs;
- living in an identified domestic abuse situation;
- affected by known parental substance misuse;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;



- do not have English as a first language;
- 'Looked After' Children (LACs) or children in care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

Special consideration and attention includes monitoring through the pastoral systems of the School:

- The behaviour tracker underpins this care, is completed and accessed by all staff;
- The form teacher liaises with the Headmistress and Head of Pre-Prep (depending on the age of the pupil) and monitors the welfare of children who may be particularly vulnerable. There is regular liaison with the DSL & DDSLs, and the pupil's individual file is updated as new information arises;
- The School uses the services of a Counsellor who may be involved to support the child where this is deemed to be appropriate;
- The DSL liaises with the local authority regarding involvement of outside support agencies.

### 3.4 Complaints about staff

#### 3.4.1 Complaints Procedure

The School's Complaints Procedure will be followed where a parent raises a concern about poor practice or wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children. The complaints policy and procedure is available to all parents and staff via the School Policies page of the School's website.

#### 3.4.2 Whistleblowing Policy

Complaints from staff involving wrongdoing in the workplace that does not involve the safeguarding and welfare of children are dealt with under the School's Whistle Blowing Policy and Disciplinary and Grievance policy, both of which are available on OneDrive.

#### 3.4.3 Allegation against a member of staff

The procedure in Appendix 3 entitled Arrangements for Dealing with Allegations against Staff will apply if there is an allegation that a teacher or other member of staff or volunteer 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 would pose a risk of harm if they work regularly or closely with children.

If the allegation is made against a supply teacher, contractor or other person not directly employed by the School, the organisation or agency of employment will be informed in addition to following the procedures in this policy.

Allegations against former members of staff or volunteers who are no longer working at the School, or concerns or suspicions about applicants for positions at the School should be referred to the Head who will refer them to the LADO, or in an emergency or in cases of serious harm, directly to the police.

### 3.5 Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff will receive training on appointment as part of their induction, overseen by the DSL, which includes:

- this policy;
- the staff Code of Conduct (including whistleblowing, acceptable use of IT, staff/pupil relationships and communication including use of social media, online safety and the 'Prevent' duty 2015);
- Children Missing Education;
- Online Safety
- managing a report of child on child sexual violence;
- the identity of the DSL and Deputies;
- a copy of Part One of KCSIE (including Annex A).
- Mental Health

All staff will be required to sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents. A log of the induction training and most recent child protection training is kept on the central register.

All staff will receive child protection training that is updated regularly and at least every three years in accordance with Kent Children's Services. Such training, when arranged, takes priority over all other commitments.

All staff have been trained to manage a report of peer-on-peer sexual violence and sexual harassment.

All staff have been trained to identify possible mental health problems and refer these to the DSL and DDSLs.

A full log of all induction training to be kept by the office administrator. The office administrator will identify those whose training needs to be updated and inform the DSL, agreeing with the DSL and arranging suitable times to hold the necessary training.

The DSL and DDSLs will receive training updated at least every two years, including training in safeguarding partners working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children, and safer recruitment. Such training, when arranged, takes priority over all other commitments.

The DSL gives whole staff training / updates at the beginning of each term with regular updates in weekly staff meetings.

### 3.6 Health & Safety, Extended School Activities and Educational Visits

The School's Health & Safety and Educational Visits policies are set out in separate documents, and reflect the consideration given to the protection of our children both physically within the School environment and away from the School when undertaking School trips and visits.

Where extended school activities are provided by and managed by the School, our own Safeguarding and Child Protection Policy and procedures apply. Where other organisations provide services or activities on our site the member of the School's staff responsible for arranging the services or activities will check that the service or activity providers have appropriate procedures in place, including relevant risk assessments and safer recruitment procedures.

When our children attend off-site activities, including those abroad on School trips, we will check that effective child protection arrangements are in place. All staff are bound by the School's Educational Visits Policy when arranging and organising off-site trips.

### 3.7 Photography and images

The use of photographic images of pupils in publications and on the School website is covered under the Data Protection Policy.

The School will not publish photographs of individual pupils with their names without the express agreement of the pupil's parent or guardian. Permission is sought and gained from parents when the pupil enters the school. This is collated and recorded by the Admissions Office, and lists pupils from families not wishing to be in photographs etc. are sent to staff at the start of each academic year. The marketing department will, as a matter of course, always check this list before using film footage or photographs of children.

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek parental consent;
- ensure that children are appropriately dressed;
- encourage children to tell us if they are worried about any photographs that are taken of them.

The use of personal cameras or the camera facility on mobile devices within an educational context (including the EYFS) is permitted, providing it is appropriate and on school business, for example a school trip, and it is in accordance with the school's social media policy (within the school's employment manual) and anti-bullying policy. Any images taken on personal devices should be transferred as soon as reasonably practicable onto the school network and deleted from the relevant device. The use of the facility to take pictures of pupils in a social context is generally not permitted anywhere in the school (including within the EYFS). This policy applies to all images (including within the EYFS) created, received or maintained by staff of the school in the course of carrying out their duties.

Further guidance for staff on the taking and storing of photographs and images of pupils is contained in the Code of Conduct. From time to time professional photographers are invited into the School to take group photographs or pictures of significant events; any professional photographers hired by the School are subject to appropriate vetting checks.

CCTV is located around the School but is not installed in classrooms, changing rooms or toilet areas.

Photographs, digital images or videos of pupils may be taken by parents and family members, either on the School site or when pupils are involved in organized activities off site. Parents and family members are welcome to take photographs or videos of school events which may include images of other pupils. To respect the privacy of others and in some cases for protection purposes, parents are requested that these images should not be made publicly available on social networking sites or on other public areas of the internet.

If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel safe and confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as

possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

### 3.8 Pastoral and Safeguarding Education

The School promotes the welfare of children through assemblies, the RSHE curriculum, the ICT curriculum and form time. Pupils are given the information to avoid situations and persons, including over the internet and mobile technology, which/who could lead them into harm.

### 3.9 Bullying

Bullying is a subset of abuse that can take different forms, including: physical, emotional, verbal, ostracism, homophobic and gender-related bullying and/or cyber bullying (which includes abusive messages posted online or sent by SMS or email or via other means using technology). The School is determined that no kind of bullying will be tolerated by pupils, parents or staff at the School.

Verbal, written and cyber-bullying (including “sexting”) will not be dismissed as banter.

The School’s Anti-bullying policy can be found on OneDrive and website. All School staff, pupils and parents must be aware that engaging in bullying behaviour or condoning or failing to challenge or report bullying would lead to the application of child protection procedures and in the case of a member of staff being complicit, or otherwise involved, in bullying behaviour, to the application of the procedure in Appendix 3 (Allegations of abuse) of this policy.

If there is a concern that a child is at risk of serious harm from bullying behaviour, the School’s Child Protection Procedures will be followed; the police will be informed in cases of serious harm.

The School’s Anti-bullying policy applies to bullying behaviour outside of the School of which the School becomes aware.

### 3.10 E-Safety

Most of our children will use mobile devices and computers at some time. They are important tools for communication and education as well as for recreation and socialising. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails (cyber-bullying), to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The School’s Code of Conduct and ICT Acceptable Use Policy explain the responsibilities of staff in relation to keeping children safe in school.

Pupils receive guidance on safe use of the web (including anti-bullying) through the ICT and RSHE curricula and in year group assemblies. This is part of a balanced curriculum and takes into account guidance published by the government, [Teaching Online Safety In School](#) (June 2019). The school ensures that although appropriate filters and monitoring are in place, it does not “over-block” leading to unnecessary restrictions as to what children can be taught with regard to online teaching and safeguarding. The DSL and Headmistress scrutinise all internet use each half term through a report produced by the school’s system’s manager.

Cyber-bullying by children, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying policy and procedures.

### 3.11 Secure premises

School premises: The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

Visitors' book: the School keeps a visitors' book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff. All visitors will be given a 'Visitor's Badge' which must be clearly displayed and worn at all times whilst on the School premises. Visitors are also given a Child Protection booklet at reception when receiving their badge.

Identification badges: from September 2015, all Governors, peripatetic music teachers and games coaches (including volunteers) will receive a 'Visitor's Badge' which must be clearly displayed and worn at all times whilst on the School premises in term time.

### 3.12 Disqualification Under the Childcare Act 2006

#### 3.12.1 Background

Keeping Children Safe in Education (KCSIE) incorporates statutory guidance, [Disqualification under the Childcare Act 2006](#). It concerns how people can be disqualified under the [Childcare Act 2006](#) and explains the changes made by [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\)\(Extended Entitlement\)\(Amendment\) Regulations 2018](#)

The school also has regard for:

[The Childcare \(Disqualification\) Regulations 2009](#)

#### 3.12.2 Scope

The advice applies to relevant staff or volunteers providing 'childcare' (where childcare means any form of care for a child, which includes education for a child and any other supervised activity for a child) who work in Early Years provision and to those who work in later years provision for children who have not attained the age of 8. It also applies to staff or volunteers who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves.

The advice reminds schools that they may not allow relevant staff or volunteers to work in these settings or to be directly concerned in their management, if they or others in their households are disqualified under the Childcare (Disqualification) Regulations 2009, unless granted a waiver by Ofsted. The ISI January 2015 Regulatory Handbook clarified that this requirement applies to independent schools. This was updated in January 2017 and again in 2018.

From September 2018 schools are no longer required to establish whether a member of staff is disqualified "by association".

The grounds for disqualification include, in summary:

- being on the DBS Children's Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;

Any offence involving the death of or injury to a child (even if not specifically listed in the guidance);

- being the subject of certain other orders relating to the care of children;

- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;
- living in the same household where another person who is disqualified lives or works.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

Relevant staff and volunteers are required to complete a self-declaration form before they join the school. An annual reminder is issued to staff regarding their duty to disclose any of the above situations.

### 3.12.3 Immediate action taken

Existing Staff:

All teachers and teaching assistants have completed a self-declaration form. All other relevant staff have been issued and have completed a self-declaration form. This includes school office personnel, relevant visiting music teachers, gap pupils, caretaker etc.

The self-declaration form has been provided by Veale Wasborough Vizards.

The Headmistress will consider the correct action to be taken should anyone appear to be caught by the 'by association' rule. This is likely to include immediate suspension.

### 3.12.4 Moving forward

New staff:

- On appointment staff and volunteers who meet the criteria will be issued with a self-declaration form as part of their pre-employment documentation.
- This will be reviewed by the Headmistress. Where the person falls within the 'by association' rule the new member of staff can apply for a waiver from OFSTED. Failure to obtain the waiver would result in the offer of employment being withdrawn.
- HR documentation issued to staff includes a reminder to staff that they need to inform the Headmistress should their circumstances change.

## SECTION FOUR: REVIEW OF POLICY AND PRACTICE

### 4.1 Monitoring and review

This policy is reviewed as part of the annual policy checks by the Headmistress, to whom the Governors delegate responsibility for making necessary immediate changes. The Headmistress reports to the governing body twice each term (at the Governors' Education Committee and Board of Governors Meeting) to confirm efficient enforcement of this policy, and any deficiencies in these arrangements are to be addressed at once. It is the responsibility of both to confirm efficient enforcement review and updates may take place more frequently where necessary, and changes will be highlighted to staff, parents and pupils as appropriate.

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay and a report made to the Governing Body.

## SECTION FIVE: SPECIFIC PROCEDURES

### 5. Child Protection Procedures

It is important that a child at risk or in need receives the right help at the right time to address risks and prevent issues escalating. It is therefore important that all staff understand their responsibility to: identify, act on and refer the early signs of abuse and neglect; keep clear written records; listen to the views of the child; reassess concerns when situations do not improve; share information quickly and challenge inaction.

#### 5.1 Recognising abuse

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

The government document 'What to do if you're worried a child is being abused' can be found [here](#):

Abuse and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a young or immature child home alone. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of KCSIE 2021 and reproduced in Appendix 1.

#### 5.2 Specific safeguarding issues

When a concern is raised, the DSL will consider whether there has been or is a likelihood of significant harm and whether there is a need for additional support from one or more agencies; the former will be reported to the Children's Social Care immediately, the latter would lead to assessment by safeguarding partners using the local processes.

The following link is to Kent Children's Services' threshold document: [Threshold Document](#)

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also at <http://www.nspcc.org.uk>.

Staff can also access broad government guidance on the issues listed below via the [GOV.UK website](#):

Children and the court system

Children missing from education

Children with family members in prison

Child sexual exploitation

Child criminal exploitation: county lines

County Lines

Domestic abuse

Gangs

Homelessness



So-called 'honour-based' violence including Female Genital Mutilation

Forced Marriage

Preventing radicalisation

Peer on peer abuse

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence

Sexual harassment

Upskirting

Upskirting 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. It is now a criminal offence and may constitute sexual harassment.

### 5.3 What to do if you suspect a child is at risk of significant harm

If a member of staff is concerned that a pupil may be suffering significant harm or is at risk of significant harm, the matter should be referred to the DSL, or DDSLs in the DSL's absence, as soon as possible. If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately, or in an emergency, dial 999 and request the appropriate emergency service. Anyone can make such a referral. You do not need parental consent to make a referral.

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Record these early concerns and pass it to the DSL immediately. If the child does begin to reveal that they are being harmed or is at risk of significant harm you should follow the advice in section 5.4 below: 'If a child discloses information to you'.

### 5.4 If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and / or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets or promise confidentiality. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely;

- Remain calm and do not over-react – the child may stop talking if they feel they are upsetting you;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Do not be afraid of silences – remember how hard this must be for the child;
- Under no circumstances ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this;
- At an appropriate time tell the child that in order to help them you must pass the information on;
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong;
- Tell the child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day;
- Follow the procedure outlined below: Taking action: advice for staff;
- Write up your conversation as soon as possible on the record of concern form and hand it to the DSL;
- Seek support if you feel distressed;

Note: best practice dictates that you should not write any notes whilst the pupil is speaking. Write up your notes immediately after the meeting, and give the DSL these notes, however rough. If an aide-memoire is required, only very brief phrases or notes should be jotted down - the priority is to listen, not to write down everything that is said, and the writing of any notes may lead a pupil to clam up.

### 5.5 Taking action: advice for staff

Key points to remember for taking action are: - in an emergency take the action necessary to help the child, for example, call 999; - report your concern to the DSL as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in Appendix 3 should be followed; - if the DSL is not available, ensure the information is shared with one of the DDSLs (or in their absence, with the most senior person in the school) that day. If there is a risk of immediate serious harm to a child and it is not possible to report the matter in accordance with this procedure, a referral should be made to children's social care immediately. See section 6 below:

- never start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- seek support for yourself if you are distressed.

### 5.6 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined above. However, they may also share information directly with the Kent Children’s Service, the police or the NSPCC if:

- the situation is an emergency and the DSL, their DDSLs, the Headmistress and/or the chair of governors are all unavailable
- or if they are convinced that a direct report is the only way to ensure the child’s safety.

If, at any point, there is a risk of immediate serious harm to a child, and you are unable to share the information with the DSL or the DDSs or the most senior person in the School you can find to help you, a referral should be made to the local authority immediately. Anybody can make a referral.

Under these circumstances, you (or, if necessary, the most senior person in the school that you can find to help you) should contact the team at Kent Children's Services, using the local authority contact information in Section 7 of this policy.

They will require basic information from you such as:

- Your name;
- Address;
- Details of the child that you have concerns about.

This information is taken to help the specialist safeguarding team make enquiries, and contact you again if necessary. Information you supply is held in the strictest of confidence and not disclosed to any party; including those connected to the child you have concerns about.

Other ways to report your concerns: Call the local Police. Contact the NSPCC – for help if you are unsure whether to report your concerns. Call 0808 800 5000 to speak in confidence, or text anonymously to 88858.

### 5.7 Notifying parents

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from the local authority. This is also subject to advice from the LADO if the allegation involves a member of staff.

For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

### 5.8 Action by the DSL - referral

The DSL (or in their absence, the DDS) will make a referral to Kent Children's Services immediately if it is believed that a child has suffered or is at risk of suffering significant harm.

In situations where a pupil is not at risk of suffering significant harm but is instead in need of additional support from one or more agencies (referred to as a child 'in need'), the DSL will still liaise with the local authority in accordance with safeguarding partner procedures and, depending on their advice, will complete a Common Assessment Framework (CAF) form or engage with any other approach offered by the local authority (e.g. 'Team around the Child') to ensure assessment/referral of the pupil and/or his parents for appropriate social care services.

If there is room for doubt as to whether a referral should be made, the DSL will consult with the local authority on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay.

If the initial referral is made by telephone, the DSL will confirm the referral in writing within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the local authority again.

Referrals following an allegation against a member of staff or volunteer will be dealt with in accordance with the procedures set out in Appendix 3.

### 5.9 Harmful behaviour by other children (Peer on Peer Abuse)

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexting and initiating/hazing type violence and rituals. The greatest number of incidents of peer-on-peer abuse are male on female but all peer on peer abuse is unacceptable and will be taken seriously.

Solefield has a zero-tolerance approach to peer on peer abuse. It should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Staff will be aware of the harm caused by bullying and will use the School’s anti-bullying procedures where necessary.

It is recognised that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. Pupils are encouraged through RHSE, assemblies and form time to report abuse to their form tutors, teachers or the school counsellor. There is also a worry box for pupils in the library.

The School takes steps to minimise the risks of peer on peer abuse by training staff to be vigilant and by promoting pupil’s self-esteem and empathy through its core values.

However, there will be occasions when a child’s (or children’s) behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with the school’s recording reporting and referring procedures. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and local services in accordance with the procedures in this policy.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the local authority, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator – i.e. all children involved will be treated as being “at risk”.

Pupils who have experienced peer on peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice;
- Informing and supporting parents/carers
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate;
- Providing reassurance and continuous support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who are alleged to have abused other pupils will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change;
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support;
- Sanctioning them in line with the Behaviour policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed term and permanent exclusions;
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate.

## 5.10 Children missing education

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect, including sexual exploitation. Solefield acknowledges its legal duty to report any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 school days or more. The school also reports pupils leaving at non-standard points in time.

## 5.11 Children who run away or go missing

A child going missing from school or home is a potential indicator of abuse or neglect. All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

Please see the School's separate Missing Pupil policy (Appendix 4) for further details.

## 5.12 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff must not promise confidentiality to a pupil and will always act in the best interests of the pupil.

Staff should only discuss concerns with the DSL, a Deputy DSL, the Headmistress or Chair of Governors (depending on the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The School will co-operate with police and Kent Children's Services to ensure that all relevant information is shared for the purposes of child protection investigations under Section 47 of the

Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children (July 2018).

Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and Kent Children's Services to agree the information that should be disclosed and to whom. The reporting restrictions applicable to such matters will be observed.

All written information will be stored in a locked facility and any electronic information will be password protected.

KCSIE is very clear that data protection compliance cannot be allowed to stand in the way of safeguarding children.

## SECTION SIX: LINKS TO POLICIES TO BE USED FOR FURTHER GUIDANCE

### 6.1 Linked Policies

The following documents are available via the Staff Policies and Handbooks page held on OneDrive. Some are also available to parents on the policies page of website, or from the School Office on request:

Safeguarding & Child Protection policy

Anti-bullying Policy

Rewards and Sanctions Policy

Staff Code of Conduct

Complaints Policy and procedure

Data Protection Policy

E-Safety Policy

First Aid Policy

Recruitment Policy

ICT Acceptable Use Policy for Staff

Missing Pupil Policy

Whistleblowing Policy

Mental Health Policy

### 6.2 Linked documents/pages

Gov.uk website includes all government documentation on Safeguarding Children. Links from this website are provided at the relevant points during this policy. The main documents used are:

[Keeping Children Safe in Education, September 2020](#)

[Working Together to Safeguard Children, July 2018](#)

## SECTION SEVEN: LOCAL AUTHORITY CONTACT INFORMATION

The school will operate safeguarding procedures in line with locally agreed inter-agency procedures.

No matter where they reside, the first port of call is the Kent County Council, as stipulated in Section 47 of the Children's Act. The Kent Children's Services website is [here](#):

From June 2019, Kent County Council has replaced the local safeguarding children board (LSCB) with SAFEGUARDING PARTNERS, made up of

- Kent County Council
- Kent Clinical Commissioning Groups (CCGs)
- Kent Police

They will also refer to the relevant agencies:

- Education
- Health providers
- District Councils
- Social care providers
- National Probation Service
- Cafcass, Kent
- Fire and Rescue Service and others

The LADO (Local Authority Designated Officer Team) can be contacted on 03000 410 888

Please remember that the LADO Team are there to assist you with allegations against members of staff including volunteers.

If you have a concern for a child that does not involve a member of staff please call the Central Referral unit on 03000 411 111.

It should be noted that "...the local authority's Every Child Matters responsibilities extend to all children receiving services in their area, irrespective of the type of school in which they are being educated, and of the local authority area (or in the case of overseas pupils, the country) they come from." (Keeping Our Schools Safe, Sir Roger Singleton, pg 47)



## SECTION EIGHT: APPENDICES

### Appendix 1 Categories of Abuse

The following (taken from KCSIE, September 2020) are different types of abuse for which to be vigilant:

#### REMEMBER

**Abuse can take place wholly online or technology may be used to promote offline abuse**

**Abuse can be peer on peer as well as adult on child**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**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.

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (see 5.9 peer on peer 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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Appendix 2 Recognising Signs of Abuse

As part of training, staff are also provided with the following guidance for recognising the signs of abuse:

### Physical abuse

#### *Physical indicators:*

- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument on an infant in various stages of healing that are seen after absences, weekends, or vacations
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing "stocking" or "glove" marks on hands and feet; "doughnut shaped" on buttocks or genital area
- Rope burns
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances.

#### *Behavioural Indicators:*

- Behavioural extremes (withdrawal, aggression, regression, depression)
- Inappropriate or excessive fear of parent or caretaker
- Antisocial behaviour such as substance abuse, truancy, running away, fear of going home
- Unbelievable or inconsistent explanation for injuries
- Lies unusually still while surveying surroundings (for infants)
- Unusual shyness, wariness of physical contact

### Emotional Abuse

#### *Physical Indicators:*

- Eating disorders, including obesity or anorexia
- Speech disorders (stuttering, stammering)
- Developmental delays in the acquisition of speech or motor skills
- Weight or height level substantially below norm
- Flat or bald spots on head (infants)
- Nervous disorders (rashes, hives, facial tics, stomach aches)

#### *Behavioural Indicators:*

- Habit disorders (biting, rocking, head-banging)
- Cruel behaviour, seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated
- Age-inappropriate behaviours (bedwetting, wetting, soiling)
- Behavioural extremes, such as overly compliant-demanding; withdrawn-aggressive; listless-excitabile

### Sexual Abuse

#### *Physical Indicators:*

- Torn, stained or bloody underclothes
- Frequent, unexplained sore throats, yeast or urinary infections

- Somatic complaints, including pain and irritation of the genitals
- Sexually transmitted diseases
- Bruises or bleeding from external genitalia, vagina or anal region
- Pregnancy

*Behavioural Indicators:*

- The victim's disclosure of sexual abuse
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark)
- Promiscuity or seductive behaviours
- Disturbed sleep patterns (recurrent nightmares)
- Unusual and age-inappropriate interest in sexual matters
- Avoidance of undressing or wearing extra layers of clothes
- Sudden decline in school performance, truancy
- Difficulty in walking or sitting

Neglect

*Physical Indicators:*

- Poor hygiene, including lice, scabies, severe or untreated diaper rash, bedsores, body odour
- Squinting
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions
- Untreated injury or illness
- Lack of immunisations
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds)
- Height and weight significantly below age level

*Behavioural Indicators:*

- Unusual school attendance
- Chronic absenteeism
- Chronic hunger, tiredness, or lethargy
- Begging for or collecting leftovers
- Assuming adult responsibilities
- Reporting no caretaker at home

Child Sexual Exploitation

*Physical indicators:*

- Tiredness, mood swings
- Bruising
- Sexually transmitted diseases
- Pregnancy

*Behavioural indicators*

- Sudden decline in school performance, punctuality, attendance
- In possession of expensive goods
- Going to places you know they cannot afford

- Age-inappropriate clothing
- Inappropriate sexualised behaviour
- Secretive
- Mixing with older people

### Female Genital Mutilation

#### *Physical indicators*

- Difficulty walking, sitting, standing
- Spend longer than normal in the bathroom
- Bladder or menstrual problems

#### *Behavioural indicators*

- May talk about a 'special procedure' or 'special occasion to become a woman'
- Abroad for a prolonged period
- Unusual absence
- Reluctant to undergo normal medical examinations

### Serious Violence

#### *Physical indicators*

- Signs of self-harm or change in wellbeing
- Unexplained injuries
- Unexplained gifts or new possessions

#### *Behavioural indicators*

- Increased absence from school
- Change of friendship groups
- Significant decline in behaviour

Risk factors that might increase the likelihood of involvement in serious violence include

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

### Radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

We might consider the following when looking for indicators, although no single checklist can be created in the case of radicalisation:

- Disclosure: e.g. writing, drawings, poems, accessing extremist material
- Expressions of support for terrorism: 'us' and 'them' language, justifying use of violence

- Personal crisis: family tension, sense of isolation, changes in friendship group, low self-esteem, questioning identity, family, faith, belonging
- Personal circumstance: migration, local community tension, a sense of grievance triggered by a personal experience e.g. of racism, discrimination

No list of abuse or neglect indicators can include all signs, and staff are advised to use their best judgement.

### Appendix 3 Procedure to be followed in the event of an Allegation of Abuse against a member of staff or volunteer

It is expected that all staff and Governors involved in the management of allegations of abuse made against a member of staff or volunteer or former member of staff or volunteer will comply at all times with DfE statutory guidance contained within the document: Keeping Children Safe in Education (September 2021). The following guidance is drawn directly from the appropriate section in KCSIE.

School staff, because of their daily contact with children in a variety of situations including the wider caring role, are particularly vulnerable to accusations of abuse. Their relationships with pupils may lead to allegations being made against them by pupils or adults with parental responsibilities. In any such case, these procedures need to be applied with common sense and judgement; a quick response and resolution is a priority.

#### **A3.1 The School's procedures**

The School's procedures for dealing with allegations made against staff or volunteers or former staff or volunteers will be used where the member of staff or volunteer is alleged to have:

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; or

Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

This procedure relates to members of staff who are currently working in the School regardless of whether the School is where the abuse is alleged to have taken place. Allegations against former members of staff or volunteers who are no longer working at the School will be referred to the LADO, or, in an emergency to the police.

If an allegation is made against a member of staff or volunteer, the School's priority will be to achieve a quick resolution of that allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation. All such allegations must be dealt with as a priority without delay.

All staff are informed as part of their training that any member of staff can make a referral, as specified in KCSIE (September 2020) and have been given guidance how to. In practice, given the experience and working relationship established between the DSL and the local authorities, it is almost always likely to be preferable for the DSL to make the referral.

The following definitions are to be used when determining the outcome of allegation investigations:

a. **Substantiated:** there is sufficient evidence to prove the allegation

b. **False:** there is sufficient evidence to disprove the allegation

c. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

d. **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

The procedures to be followed in all such cases are outlined in Part 4 of KCSIE p40-50 [here](#): A summary of practical steps to be followed, including when the alleged abuser is a volunteer or pupil follow in Section 2.

### **A3.2 Reporting an allegation against staff or volunteers**

All allegations, complaints, concerns or suspicions against staff or volunteers, should be reported to the Headmistress, but may be reported directly to the DSL / DDSLs who will keep the Head informed; in the absence of the Headmistress they may be reported to the Chairman of Governors, unless that person is the subject of the concern.

All allegations about the Headmistress or a member of the Governing Body should be reported to the Chairman of Governors without the Headmistress being informed.

All allegations, complaints, concerns or suspicions about the Chairman of Governors should be reported to the LADO without the Chairman of Governors being informed. The LADO may choose to appoint a 'case manager'.

The Headmistress or Chairman of Governors will decide whether or not to inform the LADO based on the established statutory criteria for such a referral. The case manager will also inform the DSL, or, if the DSL is the subject of the allegation, the DDSL. The LADO will be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria and the LADO may consult the Police and Children's Services as appropriate.

In borderline cases, or where there is room for doubt as to whether to make a referral, the case manager will still consult the LADO informally for advice before any investigation takes place and within one working day. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The LADO's contact details can be found in Section seven, local contact information.

No investigation will be undertaken into allegations without prior consultation with the LADO so as not to jeopardise statutory investigations. Borderline cases will be discussed informally with the LADO without naming the school or individual until the LADO has advised whether a referral is required. Any allegations not meeting the criteria will be dealt with in accordance with Kent Safeguarding Children Board's procedures. All such cases will be handled within the School without delay.

All discussions with the LADO will be recorded in writing.

In a strategy discussion or the initial evaluation of the case, the case manager should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim(s).

The initial sharing of information and evaluation by the appropriate agencies may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

### **A3.3 Disclosure of information**

The case manager will inform the accused person as soon as possible after consulting the LADO and will provide as much information as possible at that time.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

Where the LADO advises that a strategy discussion is needed, or police or Local authority services need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have consulted and have agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed and, where necessary, parents and carers will be made aware of the prohibition on reporting or publishing allegations about teachers. If parents or carers express a wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

The case manager should take advice from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Where the police are involved, wherever possible the case manager will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

### **A3.4 Action to be taken against the accused**

The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. He/she will also be given access to welfare counselling and medical advice.

The case manager will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended he/she will also be kept up to date with current work-related issues.

Where an investigation by the police or local authority is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and



circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake a further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken.

### **A3.5 Suspension**

Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm; or
- the allegation is so serious that it might be grounds for dismissal.

All options to suspension will be considered before taking that step. Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The School will give due weight to the views of the LADO when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

### **A3.6 Criminal proceedings**

The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

### **A3.7 Return to work**

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

### **A3.8 DBS and TRA Referrals and Ceasing to use staff**

NB There is a legal requirement on the school as an employer to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met – see above – as per the guidance published by the DBS.

If the accused person resigns or ceases to provide his / her services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory guidance. A

referral to the Disclosure and Barring Service (DBS) will be made as soon as possible, if the criteria are met – see above – as per the guidance published by the DBS.

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Where a teacher is dismissed (or would have been dismissed had he/she not resigned) for misconduct, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) should be made, as per the flow chart that appears in the guidance published by the TRA. For information, the reasons for the TRA to consider whether a prohibition order might be appropriate are: ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’ or a ‘conviction, at any time, for a relevant offence’. The College will follow the advice set out in the National College for Teaching and Leadership’s guidance, “Teacher misconduct - the prohibition of teachers” (as updated or amended from time to time) to make a judgment about whether a prohibition order may be appropriate and whether an early referral is advisable in order to consider an interim prohibition order. If in doubt, a referral will be made.

Guidance for making referrals can be found on the DBS website <http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>. Failure to report to the DBS constitutes an offence and the School may be removed from the DFE register of independent schools.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

### **A3.9 Charity Commission report**

Safeguarding issues may also be reportable to the Charity Commission under their serious incident reporting guidance, that is, if any one or more of the following things occur:

- there has been an incident where the beneficiaries of the School have been or are being abused or mistreated while under the care of someone connected with the School such as a trustee, member of staff or volunteer;
- there has been an incident where someone has been abused or mistreated and this is connected with the activities of the School;
- allegations have been made that such an incident may have happened, regardless of when the alleged abuse or mistreatment took place;
- the School has grounds to suspect that such an incident may have occurred;
- It is the responsibility of the Governing Body to make this report and notify the School’s insurers as appropriate.

### **A3.10 Timescales**

All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Headmistress should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, as far as possible it should be held within 15 working days.

### **A3.11 Unsubstantiated, false or malicious allegations**

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with the School's rewards and sanctions policy.

The School may apply appropriate sanctions to pupils who are found to have made malicious allegations. This could include temporary or permanent exclusions or referral to the police if a criminal offence may have been committed.

Where a parent has made a deliberately invented or malicious allegation the Headmistress will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

### **A3.12 Record keeping and references**

Details of all allegations found to be malicious will be removed from personnel records.

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal retirement age or for a period of 10 years if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where allegations are found to be malicious or unsubstantiated, reference will not be made in employer references.

### **A3.13 Review and Learning Lessons**

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

## Appendix 4: Missing Pupils Policy & Procedure

Solefield School Missing Pupils Policy and Procedure is applicable to all boys in the school including those within EYFS (Reception class)

### **Introduction:**

The welfare of our pupils is our paramount responsibility. Every adult who works at the school has been trained to appreciate that he or she has a primary responsibility for keeping all of the children safe at all times. Our staffing ratios are generous and are deliberately designed to ensure effective supervision. All new staff receive an induction into the effective supervision of children.

### **Information for Parents:**

The hours/days each pupil attends school must be agreed, although these can sometimes be flexible where work patterns or needs are diverse. The contact details for the parents/guardians, an emergency contact and any other person designated to collect the child must be held within the school.

Further arrangements can be found within the Parents' Handbook on the website, including:

- The arrangements for handing over children to the care of their parents at the end of the day;
- The qualifications of our staff and the arrangements for supervising the children whilst they are in school;
- The arrangements for registering the children in both morning and afternoon.

### **Action to be taken by Staff if a pupil goes missing from School:**

The following step-by-step guidance should be followed in the event that a pupil is considered to be missing from a school session:

1. Take a register in order to ensure that all other children are present;
2. Inform a member of the School Leadership Team;
3. Ask all of the adults and children calmly if they can tell us when they last remember seeing the child;
4. Occupy all of the other children in their classroom, e.g. by reading to them, setting a task;
5. At the same time, arrange for one or more adults to search everywhere, both inside and out, carefully checking all spaces, cupboards, washrooms where a small child might be;
6. Check the doors and gates for signs of entry/exit, contact the school office and arrange for CCTV to be reviewed.

If the child is still missing, the following steps should be taken:

7. Inform the Headmistress, and the DSL;
8. Ask the Office to ring the child's parents and explain what has happened and what steps have been taken/are in place. Reassure them as much as possible, but ask them to come to the school at once;
9. The DSL or Headmistress will contact the Police;
10. The Headmistress will co-ordinate other staff searching the rest of the school premises and grounds;

11. If the child's home is within walking distance, a member of staff may set out on foot to attempt to catch up with him;
12. The DSL may inform the Local Safeguarding Partners and Kent Children Services as appropriate;
13. The school will cooperate fully with any Police investigation and any Safeguarding investigation by Social Care. In the case of an investigation, the Chair of Governors and Insurers would be informed. If the pupil is injured, a report would be made under RIDDOR to the HSE.

**Action to be taken by staff if a pupil is missing on a School trip/Outing:**

1. Take an immediate head count to ensure that all other pupils are present. All adults and pupils should be asked to calmly explain when they last remember seeing the missing pupil;
2. An adult would search the immediate vicinity and if at a venue, the venue manager should be informed to arrange a search and potentially securing the venue;
3. The Head and DSL should be informed if the pupil is still missing;
4. A strategy would be agreed with the Head, which may involve returning the rest of the group to school, or moving to a different location (if outside, for example) where the rest of the group can be safely supervised and, ideally, occupied;
5. The Office will phone the pupil's parents to explain what has happened and what steps have been taken. Depending on where the trip is, it may be appropriate for them to go to the venue, or to come to school;
6. Depending on the precise circumstances, either the Head or the staff with the group would call the Police to notify them of a missing pupil. Precise information, timings and descriptions should be readily available before making this call;
7. The DSL may inform the Local Safeguarding Partners and Kent Children Services as appropriate;
8. The school will cooperate fully with any Police investigation and any Safeguarding investigation by Social Care. In the case of an investigation, the Headmistress, Chair of Governors and Insurers would be informed. If the pupil is injured, a report would be made under RIDDOR to the HSE;
9. A full record of all activities taken up to the stage at which the pupil was found would be made for the incident report.

**Action to be taken by staff once the pupil is found:**

1. Talk to and take care of the pupil, as necessary;
2. Speak to the other pupils to ensure that they understand what has happened and what will now happen;
3. The Headmistress will speak to the pupil's parents to explain what happened and what action was taken;
4. It may be necessary for an investigation or review to take place. This should always involve taking written statements from those involved. Specific details should be given: date, time, place, numbers of staff and pupils, the purpose of the visit, length of time the pupil was missing, any lessons for the future;
5. All media queries should be referred to the Headmistress.

**Action to be taken by staff when a child is not collected on time:**

1. If a child is not collected within half an hour of the agreed collection time, the contact numbers for the parent or carers should be called;

2. If there is no answer, a member of staff will begin to call the emergency numbers for the child. During this time, the child will be safely looked after at school;
3. The child will go to After School Care where he will be looked after until 6pm. Further phone calls will be made;
4. If there is no response from the parents/carers or emergency contacts by 6.15pm, the Headmistress will be informed;
5. If there is still no response at 6.30pm, the Head will contact the Social Care duty officer on 0300411111. Social Care will make emergency arrangements for the child and will arrange a visit to be made to the child's house and will check with the Police. The Head will continue to liaise with them until the situation is resolved;
6. A full written report is to be made;
7. The School will ensure the child is looked after throughout the time he/she remains in the School's care.

## Appendix 5: Children Missing Education Policy

### **Guiding Principles**

The safety and welfare of all of our pupils at Solefield School is our highest priority. The school will follow the procedures laid down by our own Local Authority (LA): Kent County Council (KCC) together with the guidance contained in the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2020) and 'Children Missing Education' September 2016.

This Children Missing Education Policy applies to all pupils including those pupils in the Early Years Foundation Stage (EYFS).

### **Introduction**

A child missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect, including sexual exploitation and so called 'honour based' violence. Every adult who works at the school has been trained to appreciate that he or she has a key responsibility for helping to keep all of the pupils safe at all times. This includes the importance of effective information sharing to ensure our children are safe and receiving suitable education. Where staff have concerns that a child is missing from education, this policy should be followed. Every member of our staff who works with children has read Part 1 and Annex A of Keeping Children Safe in Education 2020.

### **Providing Information to the Local Authority for standard transitions**

The school recognises its duty to provide information to the relevant LA for standard transitions as requested. The school recognises that there is an overlap with KCSIE 2020 which recognises children missing education as a safeguarding issue particularly when a child leaves with no known destination. The LA can also request information at other non-standard points, to which the school would respond on request.

### **Pupils arriving or leaving the school at a non-standard points (Compulsory School Age) - (Non-standard points are those mid-year or at any stage other than at the end of Year 6 or Year 8)**

#### **Joiners**

In the interests of safeguarding children and in order to assist KCC with their duty under section 436A of the Education Act 1996 in identifying children of compulsory school age missing education (CME), the school notifies KCC if a pupil joins our school at a non-standard point (during the school year or into a year group other than Reception).

#### **Leavers**

All leavers at non-standard points (for Solefield School this would be during a school year or other than at the end of Year 6 or Year 8) will be reported via the KCC KELSI online system, by email to: kentyearadmissions@kent.gov.uk or through the Digital Front Door.

When a pupil leaves the school the following information about that pupil is logged in our PASS database:

- future address (if changing and if known)

- Name of the school the pupil is moving to
- date of leaving

Using the KELSI online system, we notify KCC of the following for each pupil leaving at a non-standard point:

- Full name of child
- Gender
- Full name and address of every parent and an indication of which parent the pupil normally resides with and where a parent notifies a school that the pupil will live at another address in addition to or instead then the new address, the full name of the parent with whom the pupil will normally live in future and the date if known
- Telephone number of parent (at least one)
- Future address with date of commencement (if applicable)
- Future school setting and date of commencement
- reason for leaving/deletion from the admission register (the reason for leaving is selected from a drop down list, that is one of the 15 separate grounds for removing a pupil as set out in Appendix A of the Department of Education advice September 2016 Children Missing Education
- Date of leaving Solefield School
- (NB. As an independent school the pupils do not have UPN (Unique Pupil Numbers) so if requested these are marked as 00000)

In relation to deletions from the register, the school recognises that the duty arises as soon as the grounds for deletion are met and in any event before deleting the pupil's name. This information is shared with KCC when this information is logged at the end of term but otherwise within 5 days of the deletion.

### **Pupils failing to attend on the first day of school**

All new pupils are placed on the School's admission register at the beginning of the first day on which the School has agreed that the pupil will attend the School. If a child fails to attend on the agreed date and no other reason has been given, staff must inform the Head without delay. The Head will notify the local authority, having investigated the absence.

Where there are changes affecting the child (including a change of address or school), these will be reflected in the admission register on the PASS database. This will assist the School and external agencies when making enquiries to locate any missing children.

### **Significant Absence from School - duty to report**

As part of the school's duty to safeguard children any unexplained absences will be investigated immediately.

The school will inform KCC of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more. It is the role of the Head to monitor prolonged absences with the support of office staff.



Where a pupil has been continuously absent with authorisation for a period of not less than 20 school days (and there are no reasonable grounds to believe the pupil is unwell or unable to attend because of any unavoidable cause), and the school and local authority have failed, following reasonable enquiry (according to Children Act 2004), to ascertain where the pupil is, the school may delete the pupil's name from the admission register. The school will inform the LA of such deletion no later than the time at which the pupil's name is deleted from the register. If during the enquiry there is reason to believe that a child may be at risk of significant harm a referral would be made to social services.

The school also recognises its wider reporting duties following deletions from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), to help identify children who are missing education and/or otherwise at risk of harm.

### **Changes to the Admissions Register**

In order to maintain the admissions register up to date and accurate the school request that parents should check the current details held for them once a year and remind parents to notify the relevant school office of any changes to their details.

If pupil's parents change address then the school will record, as required:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when it is expected the pupil will live at this address

The school ensures it has at least two sets of contact details for every pupil in the school.

### **Pupil Supervision**

Our pupil supervision procedures for each school describes:

- The arrangements for children arriving at school and leaving the premises at the end of the day
- The qualifications of our staff and the arrangements for supervising the children whilst they are in school
- The arrangements for registering the children in both morning and afternoon. We take a register of pupils during the morning and afternoon sessions. Parents are responsible for notifying the school if their child is absent for any reason via phone or email to the school. The school will always contact the parent if the child fails to arrive at school without an explanation.
- The physical security measures which prevent unsupervised access to or exit from the building
- The supervision of the playground and the physical barriers that separate it from the rest of the school
- The enhanced supervisory arrangements for trips involving our children are very clear and we have strict ratios to enable safe offsite experiences to occur:
  - Reception: One adult for every 5 pupils
  - Years 1 to 3: One adult for every 6 pupils

- Years 4 to 6: One adult for every 10 pupils (this could be extended to 15 pupils if it is a door-to-door trip e.g. a theatre visit.)
- Years 7 and 8: One adult for every 15 pupils.

These ratios are only adjusted at the discretion and risk analysis of the Head.

We review these procedures regularly (at least once a year) in order to satisfy ourselves that they are robust and effective. All new staff receive a thorough induction into the importance of effective supervision of our pupils and read Part 1 and Annex A of the DfE's 'Keeping Children Safe in Education' 2021 guidance.

**Related Policies:**

- Safeguarding and Child Protection Policy
- Staff Code of Conduct (within the Employment Manual)
- Educational Visits and Visiting Speaker Policy
- Trips Booklet (within the Staff Handbook)

## Appendix 6: Response to Covid-19

Date written: 1st April 2020

Date first shared with staff: 9th April 2020 and updated regularly (Risk Assessment on website also)

**Based on DfE guidance 'Coronavirus (COVID-19): safeguarding in schools, colleges and other provider' March 2020:** <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

This addendum will be reviewed following any updates to national and local guidance and procedures and reshared as required.

### Context

On 20th March 2020 parents were asked to keep their children at home, wherever possible, as part of the response to coronavirus (COVID-19). Schools and childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

In the case of another national lockdown:

The way Solefield School will operate in response to coronavirus may be fundamentally different, however, our safeguarding principles in accordance with 'Keeping Children Safe in Education' (KCSIE) 2021, remain the same:

the best interests of children will always come first

if anyone has a safeguarding concern about any child they should continue to act and act immediately

a DSL or deputy DSL is available

unsuitable people are not allowed to enter the children's workforce and/or gain access to children

children should continue to be protected when they are online

This addendum of Solefield School Child Protection policy contains details of any amendments to our existing safeguarding arrangements.

### Designated Safeguarding Leads (DSLs)

Lead Designated Safeguarding Lead is: Dana Koheji

Deputy Designated Safeguarding Leads are: Rob Coston (Assistant Head), Kate Easton (Deputy Head), Gemma Goodwin (Head of Pre-Prep) and Helen McClure (Headmistress)

Ideally a DSL (or deputy) will be present on-site however if this is not possible, a named DSL will be available to be contacted via phone or online video - for example working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, the Headmistress will assume responsibility for co-ordinating safeguarding on site.

This will include updating safeguarding files and liaising with the offsite DSL (or deputy) and as required liaising with social workers where they require access to children in need and/or to carry out statutory assessments at the school/college.

All staff and volunteers on-site will have access to a trained DSL (or deputy) and know on any given day who that person is, and how they can speak to them.

Up-to-date details of the DSL/Deputy DSLs will be visible to staff and children.

The DSL/Deputy DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **Vulnerable children**

Ensuring that vulnerable children remain protected is a top priority for Solefield School.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Please see DfE guidance for further information on vulnerable children.

There is an expectation that children with a social worker will attend a provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. Where parents are concerned about the risk of the child contracting COVID19, professionals will talk through these worries with the parent/carer following the advice set out by Public Health England.

Children with an EHC plan will be risk-assessed in consultation with the Local Authority and parents and a decision will be made about whether they should continue to attend school.

Solefield School has the flexibility to offer a place to other learners who may also be considered vulnerable by the school. Please contact the Headmistress to discuss this further.

If vulnerable children are not attending school, we will regularly keep in contact by telephone with them.

Solefield School will continue to work with those professionals involved with children and share relevant information with them such as social workers, early help workers and virtual school heads (VSH).

This will include information about attendance and any welfare concerns.

If there is a safeguarding concern, this will be shared with the relevant professional as soon as possible.

Solefield School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Solefield School and social workers will agree with families/carers whether children in need should attend and Solefield School will follow up with family/carers where a child/children are supposed to be attending but do not.

In all circumstances where a vulnerable child/children does not take up their place, or discontinues, Solefield School will notify their social worker and follow up with the family/carer.

Solefield School will also follow up with families/carers that have arranged a place for their child/children, namely keyworkers or children that are considered vulnerable but not open to any agencies and do not attend.

Staff will continue to work with and support children's social workers to help protect vulnerable children.

Solefield School will keep a record of children of critical workers and vulnerable children who are attending school.

### **Reporting concerns**

All staff will continue to look out for any signs that indicate a child may be at risk, both on and off site, including online.

If a member of staff/volunteer has any safeguarding concerns about a child, this will be reported to the DSL as soon as possible.

If the concern is urgent, the member of staff/volunteer will speak to a DSL in person or via phone/video call if they are not on site, immediately.

In the event a member of staff or volunteer cannot make contact with a DSL, this will not delay them taking immediate action to safeguard a child.

Concerns will be recorded using existing school safeguarding processes as outlined in our Child Protection Policy.

Learners are encouraged to report concerns via existing school systems, or to a trusted adult at home.

Parents/carers are encouraged to report concerns via existing school systems.

Where staff are concerned about an adult working with learners, they should report the concern to the Headmistress.

If there are concerns about any member of staff or volunteer, the LADO service will be consulted with.

Concerns around the Headmistress should be directed to the Chair of Governors.

### **Safeguarding training and induction**

DSL training is likely to take place remotely whilst there remains a threat of the COVID 19 virus but training may not be as readily available as usual. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Formal DSL refresher training will be undertaken as soon as possible. DSLs will continue to keep their knowledge up to date through other means.

All existing staff have read KCSIE 2020 Part 1 and accessed safeguarding training.

Staff will be made aware if any processes have changed with the sharing of this addendum and the DSL will communicate any changes to local processes directly.

All new staff and volunteers will have an induction provided via the DSL and will be provided with a copy of the school Child Protection Policy.

Staff may move between schools on a temporary basis and consideration given will be given by the DSL as to what induction they need on a case by case basis, dependent on existing skills and knowledge.

### **Safer recruitment**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

During Covid-19 if Solefield School recruit new staff we will continue to follow the relevant safer recruitment practices.

If volunteers are recruited Solefield School will continue to follow the guidance in accordance with KCSIE 2021. Volunteers who have not had the relevant checks will not be left unsupervised with a child.

If staff from other settings volunteer or begin working at Solefield School we will ensure they have a relevant DBS check following DfE guidance at this time. Solefield School will risk assess staff from other settings, as we would for a volunteer.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

the individual has been subject to an enhanced DBS and children's barred list check

there are no known concerns about the individual's suitability to work with children

there is no ongoing disciplinary investigation relating to that individual

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Solefield School will continue to refer to the DBS anyone who has harmed or poses a risk of harm to a child in accordance with KCSIE 2021.

Solefield School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) where appropriate. During the period Covid-19 all referrals will be made by emailing [Misconduct.teacher@education.gov.uk](mailto:Misconduct.teacher@education.gov.uk).

Solefield School will continue to update the single central record and will log details of any risk assessment carried out on volunteers and staff on loan from elsewhere.

## **Supporting children in school**

Solefield School is committed to ensuring the safety and wellbeing of all its learners

Solefield School will be a safe space for all children to attend and flourish. A senior member of staff will ensure that there are appropriate staff on site and that staff to learner ratios have been considered to maximise the safety of children.

Solefield School will follow the current government guidance in relation to social distancing and all matters relating to public health from the respective websites and outlets.

Solefield School will ensure that all children who are either categorised as vulnerable or children of critical workers and are in attendance are appropriately supported.

Solefield School will continue to record any support provided to children in relation to safeguarding issues on their respective safeguarding recording system.

## **Peer on Peer Abuse**

Solefield School continues to recognise and respond to cases of Peer on Peer abuse by considering each incident on a case by case basis and basing any intervention on usual processes outlined within KCSIE 2021.

Solefield School recognises that the current circumstances and the changeable nature of current Government guidance may mean that the school may need to adapt elements of the process in some cases to ensure that they are able to respond in line with Government advice when required.

The DSL will continue to consult as appropriate with multi-agency professionals to ensure that children's safety and wellbeing is not compromised when incidents of peer on peer abuse are brought to their attention.

## **Online safety**

Solefield School expectations with regards online behaviour and education when using school provided devices or internet access on site will continue to be implemented in line with existing policies. Any concerns regarding onsite online behaviour or use will be responded to in line with existing policies.

Solefield School will continue to provide a safe online learning environment where learners use school provided devices on site; appropriate filtering and monitoring will continue to be implemented.

Pupils' internet use will be supervised by staff according to their age and ability and learners will be directed to use appropriate online resources and tools.

Use of staff and learner personal devices, including mobile phones, will be managed in line with our existing mobile technology policy.

## **Supporting children not in school**

Solefield School will continue to ensure the safety and wellbeing of all children and young people that remain on the school roll

All DSLs will continue to identify those vulnerable children that would benefit from Early Help as identified in KCSIE 2020, provide pastoral support and consider whether they would benefit from external support also.

There will be clear plans around how best to communicate with learners who are identified as vulnerable, as well as those about whom DSLs have concerns about who do not receive a statutory service.

This could include telephone contact and/or doorstep visits but is at the discretion of the DSL.

Solefield School and the DSL will work closely with all relevant agencies and professionals regarding safeguarding a child who is not on site.

Any plans will be reviewed regularly and if concerns become significant, the DSL will consider any requests for support if considered appropriate.

Solefield School recognises that this is a difficult time for children and young people who consider school as a safe place and the current situation may impact on learners', staff and parent/carers mental health.

The school will utilise its website and social media presence to ensure that safeguarding messages are shared with children and their families. This will include links to appropriate services and resources that are aimed at supporting them throughout this period.

## **Online safety away from school**

All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy addendum.

Where necessary, referrals will be made to LADO, children's social care and as required, the police.

Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:

Childline: [www.childline.org.uk](http://www.childline.org.uk)

UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>

National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)

Parents/carers are encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.

All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts, our Connected Learning Platform, Microsoft 365 (Class Note & Teams) and Zoom.

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.



Solefield School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy and staff code of conduct.

When delivering remote learning, staff will:

Only use online tools that have been evaluated and agreed by leadership.

Ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.

Where possible, pre-record content.

If remote learning is taking place 'live' using webcams or chat facilities, staff and learners will ensure a professional environment is maintained. This means:

Staff will record the length, time, date and attendance of any online lessons/contact held or made.

Sessions will not be delivered in any 1:1 situation, unless pre-approval has been given by the DSL and/or Headmistress and the session is auditable.

Staff will agree online behaviour expectations with learners at the start of lessons.

Staff will revisit our acceptable use of technology policy with learners as necessary.

All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.

Staff and learners should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.

Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.

If live streaming, staff will mute and/or disable learners' videos and microphones, as required.

### **Additional support and links**

As well as through existing school mechanisms, learners, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Kent Resilience Hub: <https://kentresiliencehub.org.uk>

NSPCC: <https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/>

### **DfE Guidance**

Closure of educational settings: information for parents and carers:

[www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers](http://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers)

Vulnerable Children Guidance: [www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people](http://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people)

COVID-19: guidance for educational settings: [www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19](http://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19)

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers: [www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers](http://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers)

Coronavirus (COVID-19): attendance recording for educational settings: [www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings](http://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings)

### **Specific Links relating to Coronavirus for Learners and Parents/Carers**

Kent County Council: [www.kent.gov.uk/social-care-and-health/health/coronavirus](http://www.kent.gov.uk/social-care-and-health/health/coronavirus)

Childline: [www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/](http://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/)

Mind: [www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/](http://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/)

Young Minds: <https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>

Kent Children's University: Home Resources Learning Packs: [www.theeducationpeople.org/blog/kent-childrens-university-home-learning-resources-pack-is-live/](http://www.theeducationpeople.org/blog/kent-childrens-university-home-learning-resources-pack-is-live/)

Children's Commissioner:

Children's guide to coronavirus: [www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/](http://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/)

Resources for parents during coronavirus: [www.childrenscommissioner.gov.uk/coronavirus/resources/](http://www.childrenscommissioner.gov.uk/coronavirus/resources/)

Sport England: [www.sportengland.org/stayinworkout](http://www.sportengland.org/stayinworkout)

### **Place2be:**

[www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/](http://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/)

[www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/](http://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/)

### **Online Safety**

NCA-CEOP: [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

Internet Matters: [www.internetmatters.org/](http://www.internetmatters.org/)

Childnet: [www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19](http://www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19)

UK Safer Internet Centre: [www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc](http://www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc)

NSPCC: [www.nspcc.org.uk/keeping-children-safe/online-safety/](http://www.nspcc.org.uk/keeping-children-safe/online-safety/)

Parent Info: <https://parentinfo.org/>

BBC Own it: [www.bbc.com/ownit](http://www.bbc.com/ownit)

## **Domestic Abuse**

Domestic Abuse Services: [www.domesticabuseservices.org](http://www.domesticabuseservices.org)

Victim Support: 0808 16 89 111 [www.victimsupport.org.uk/help-and-support/get-help/supportline](http://www.victimsupport.org.uk/help-and-support/get-help/supportline)

Look Ahead Care & Support – Service provider West Kent (Sevenoaks, Tunbridge Wells, Tonbridge and Malling): [www.lookahead.org.uk/](http://www.lookahead.org.uk/)

Oasis Domestic Abuse service – Service provider, East Kent. (Thanet and Dover):  
[www.oasisdaservice.org/home](http://www.oasisdaservice.org/home)

National Women's Aid Domestic Abuse 24hr helpline:0800 2000247

## Appendix 7: Solefield School Mental Health Policy

Dana Koheji, DSL September 2021

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### **POLICY STATEMENT**

At Solefield School, we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

### **POLICY SCOPE**

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

## **POLICY AIMS**

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students. At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any student that needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students.
- Supporting staff who are struggling with their mental health.

## **KEY STAFF MEMBERS**

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process.

These are:

- Our Designated Safeguarding Officers: Dana Koheji, Helen McClure, Rob Coston, Kate Easton, Gemma Goodwin
- Pastoral Leads: Dana Koheji, Carlos Henry, Linda Payne, James Cramp, Gemma Goodwin
- Director of Learning Development: Lisa Glennon-Cousins

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to the child's form tutor and the pastoral lead for that child's year group. If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services. If a member of staff had a Safeguarding concern then they should alert a member of the Safeguarding team.

## **TEACHING ABOUT MENTAL HEALTH**

Our RHSE curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training. We will regularly review our RHSE curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We'll also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well. In form times, assemblies and RHSE students are taught about wellbeing. We also teach mindfulness on mindful Mondays once a month.

## **SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY**

We have a range of support available in school for any students struggling, as listed below:

Worry box - boys have access to a worry box in the library to post their worries to a teacher, who can then offer support.

Circle time in RSHE.

Mindful Mondays – these take place once a month and boys are taught about mediation techniques and how to be mindful.

Wellbeing Hubs – we have three wellbeing hubs in the school. Two for students and one for staff.

Wellbeing Dogs (please see separate policy)

Wellbeing Lessons

Talk time – in school counselling with teachers who have completed a foundation course in counselling children. These consist of one to one sessions weekly over a period of at least 3 weeks, but often a term.

Counselling – in school counselling by a professional counsellor from Kent Counselling for Schools. Children are referred by their teachers or parents. Weekly counselling sessions take place over a period of 6 – 12 weeks or longer.

CAMHS - Students are referred to the NHS Child and Adolescent Mental Health Services when they and their families require a higher level of support than we are able to provide at school.

## **SIGNPOSTING**

We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

## **IDENTIFYING NEEDS AND WARNING SIGNS**

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate. Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.

- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

### **MANAGING DISCLOSURES**

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

### **CONFIDENTIALITY**

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

### **WHOLE SCHOOL APPROACH**

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

### **WORKING WITH PARENTS AND CARERS**

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times.

To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

### **WORKING WITH OTHER AGENCIES AND PARTNERS**

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing.

This might include liaising with:

- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists.
- Family support workers.
- Behavioural support workers.

### **SUPPORTING PEERS**

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support. We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.



## **TRAINING**

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.

## **POLICY REVIEW**

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.