



## **The Skinners' School**

### **Safeguarding and Student Welfare Policy**

#### **Key Contact Personnel in School**

**Designated Safeguarding Lead: Julian Metcalf, Second Master**

**Deputy Designated Leads: Edward Wesson, Headmaster  
James Coltella, Assistant Head**

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

**Reviewed: November 2019**

**Next Review: November 2020 and/or following any updates to national and local guidance and procedures.**

**Governing Committee: Governing Board**

**Governor Responsibility: Louis Boyd**

**LG Responsibility: Julian Metcalf**

# What to do if you have a welfare concern at The Skinners' School

## Why are you concerned?

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

## Immediately record your concerns (if urgent, speak to a DSL first)

- Follow the school's procedure (see the full policy below)
  - Reassure the child
  - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Use child's own words
  - Sign and date your records
  - Seek support for yourself if required from DSL

## Inform the Designated Safeguarding Lead (Julian Metcalf, or Ed Wesson/James Coltella)

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Threshold document and procedures: [www.kscmp.org.uk](http://www.kscmp.org.uk)
- Refer to other agencies as appropriate e.g. LADO, Police, Early Help open access or Request for support for integrated children's services
- If unsure then consult with Area Education Safeguarding Adviser (Claire Ray on 03000 415788) or Local Authority Social Worker

### If you are unhappy with the response

#### Staff:

- Seek advice from the Education Safeguarding Team (03000412284)
- Follow Whistleblowing Procedures

#### Pupils and Parents:

- Follow school complaints procedures (details on are on the school's website)

## Record decision making and action taken in the child's child protection/safeguarding file

### Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

## Review and Re-refer (if necessary)

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

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## 1. Introduction and Ethos

- The Skinners' School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. The Skinners' School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.
- The Skinners' School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- Our school core safeguarding principles are:
  - We are an important part of the wider safeguarding system for children.
  - It is our whole school responsibility to safeguard and promote the welfare of children
  - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
  - All children have a right to be heard and to have their wishes and feelings taken into account
  - All staff understand safe professional practice and adhere to our code of conduct and our safeguarding policies
  - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

## 2. Definition of Safeguarding

- 'Safeguarding is not just about protecting children from deliberate harm. It includes a wider range of issues relating to pupil's welfare, health and safety' ('Inspecting Safeguarding in Early Years, Education and Skills', Ofsted, 2019)
- All safeguarding policies will be reviewed on an annual basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead (Julian Metcalf) and Headmaster (Edward Wesson) will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- There are four main elements to our safeguarding policy
  - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
  - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
  - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
  - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-Agency Partnership (KSCMP – formerly the Kent Safeguarding Children Board).

## 3. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted: Education Inspection Framework (2019)
  - Framework for the Assessment of Children in Need and their Families (2000)
  - Kent and Medway Safeguarding Children Procedures (Online)
  - Early Years and Foundation Stage Framework 2017 (EYFS)
  
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
  
- The school acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):
  - Bullying (including cyberbullying)
  - Children Missing Education (CME)
  - Children and the Court System
  - Children with family members in prison
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Child criminal exploitation (County Lines)
  - Domestic abuse
  - Drugs and alcohol misuse
  - Fabricated or induced illness
  - Faith abuse
  - Female Genital Mutilation (FGM)
  - Forced marriage
  - Gangs and youth violence
  - Gender based abuse and violence against women and girls
  - Hate
  - Homelessness
  - Honour based abuse
  - Human trafficking and modern slavery
  - Mental health
  - Missing children and adults
  - Online safety
  - Peer on peer abuse
  - Preventing radicalisation and extremism
  - Private fostering
  - Relationship abuse
  - Sexual violence and sexual harassment
  - Upskirting
  - Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2019 and appendix 3)

#### **4. Related Safeguarding Policies**

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
  - Behaviour
  - Medical Conditions and First Aid

- Relationships and Sex Education
  - Spiritual Moral Social and Cultural
  - Staff Code of Conduct
  - Special Educational Needs and Disabilities
  - Trips and Visits
  - Equality Information and Objectives
  - Data Protection
  - Freedom of Information Publication
  - Crisis Management
  - Fire Evacuation Procedures
  - Health and Safety
  - Capability Procedure
  - DBS
  - Disciplinary
  - Grievance
  - Whistle Blowing
- These documents can be found saved on Homer (the school ICT network), in the Staff Handbook, the staffroom Safeguarding Noticeboard, and in the school office.
  - They are also available to access via the school website; <https://www.skinners-school.co.uk/school/policies>.

## **5. Key Responsibilities**

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.
- The governing body, staff (teaching and non-teaching) and all relevant volunteers and management committees have read and will follow KCSIE 2019.
- The school has a nominated governor for safeguarding named on the front of this document (Louis Boyd). The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually and when required.
- The Governing Body, Headmaster and Leadership Team will ensure that the DSL is properly supported in this role.

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

- The school has appointed a member of the leadership team (Julian Metcalf, Second Master) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (through the local schools' Safeguarding Forum, meetings with other Skinners' Schools, KELSI e-Bulletins, conferences and Hays online training) at regular intervals, at least annually, to keep up with any developments relevant to their role.

- The school has appointed additional staff to deputise for the DSL (Edward Wesson, Headmaster, James Coltella, Assistant Head and Wendy Dray, Headmaster's PA) Deputy DSLs have attended appropriate training which enables them to fulfil this role: they are trained to the same standard as the DSL. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- **It is the role of the DSL to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual children
    - In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).
  - Liaise with other agencies and professionals in line with Working Together to Safeguard Children (WTSC) 2018
  - Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help as necessary
  - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor the school's part in any multi-agency plan for a child
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
  - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019).
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2019, part two.

## 5.2 Members of Staff

### All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be prepared to identify children who may benefit from early help.
- understand the early help process and their role in it.
- understand the school's safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated (at Skinners' this will take a variety of forms – for example, staff INSET training, Hays online courses).
- be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know what to do if a child tells them that he or she is being abused or neglected.
- know how to maintain an appropriate level of confidentiality.
- be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 3 for advice for staff on responding to safeguarding concerns.

## 5.3 Children and Young People

- **Children and young people (pupils) have a right to:**
  - contribute to the development of school safeguarding policies
  - receive help from a trusted adult.
  - learn how to keep themselves safe, including online.

#### 5.4 Parents and Carers

- **Parents/carers have a responsibility to:**
  - understand and adhere the relevant school/policies and procedures.
  - talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
  - identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.
- Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website;  
<http://www.skinners-school.co.uk/school/pastoral>.

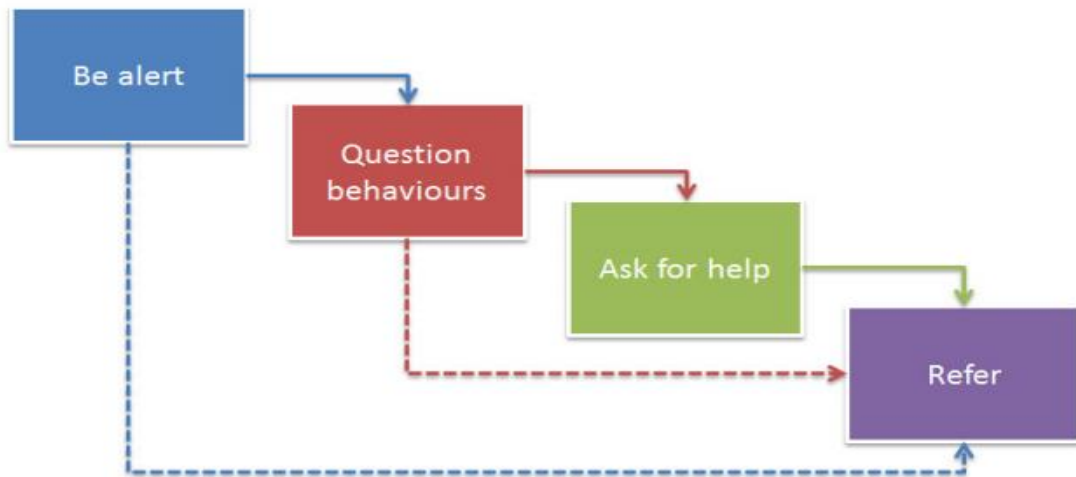
#### 6. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

#### 7. Safeguarding and Child Protection Procedures

- The Skinners' School adheres to the KSCMP Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website [www.kscmp.org.uk](http://www.kscmp.org.uk).
- All members of staff are expected to be aware of and follow this approach:





- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to the Children's Social Work Service and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- Concerns should be passed to the DSL (Julian Metcalf) immediately. In the absence of the DSL, staff should seek advice from the Deputy DSL (Edward Wesson), or failing that James Coltella or Wendy Dray (Deputy DSLs). Staff may also seek advice from the Education Safeguarding Service or via consultation from a social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible. All contact details are at the back of this policy.
- The DSL may seek advice or guidance from Area Education Safeguarding Adviser from the Education Safeguarding Team before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.

- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Team.
- Where appropriate, the school may arrange for a student to meet with the school counsellor for additional support. In normal circumstances, parents/guardians will be informed that this provision has been offered to the student. However, the DSL/Headmaster may, in specific contexts, allow a student to receive therapy/support without their parents' consent (or against their parents' wishes) if they are considered to be 'Gillick Competent' and where such provision is deemed important to support a student's well-being.

## 8. Record Keeping

- Staff will record any welfare concern that they have about a child on the setting's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL as this needs to take priority.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- **Incident/Welfare 'Green' concern forms are kept in the Second Master's office, the school office; on the staffroom noticeboard, and with Heads of Year in Room W.**
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL in the Second Master's office. Safeguarding records are shared with staff on a 'need to know' basis only. Where a separate safeguarding file is being kept by the DSL, the main school file will be marked by a red dot and a green card will indicate where the relevant safeguarding information is being stored, and the member of staff (usually the DSL) who can provide further appropriate information on a 'need to know' basis. The DSL will maintain a confidential summary list of safeguarding concerns; normally these will be categorised as:
  - Historic – where the student is no longer considered to be a safeguarding concern
  - Monitor – where the student is not considered to be at immediate risk of harm, abuse or neglect, but where a safeguarding concern might jeopardise their longer-term well-being if appropriate support is not provided. Normally Form Tutors and the Head of Year will monitor students' behaviour on a regular basis in conjunction with the DSL.
  - Active – where a student requires closer monitoring due to a more serious safeguarding concern. These files will be subject to a regular review by key

- members of staff, led by the DSL (normally involving the Head of Year) and were outside agencies may be involved.
  - Left – the student is no longer at Skinners'. Records will be transferred as detailed below.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- For students who proceed to university, the DSL and Headmaster will agree appropriate action: information may be shared with the university where this is deemed to be in the interest of a student's well-being. A student's consent will be sought, unless KSCMP advise to the contrary. Student records, including all safeguarding notes, will be stored securely until a student is 25 when they will be destroyed.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
  - All Staff will familiarise themselves with the responsibilities as outlined in this document. [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance) a copy of which is available in the staffroom.
- The Headmaster will be kept informed of any significant issues by the DSL.

## **9. Multi-agency Working**

- The Skinners' School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018).
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and The Skinners' School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategic Meetings, Child in Need meetings or other early help multi-agency meetings.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **10. Confidentiality and Information Sharing**

- The Skinners' School recognises that all matters relating to child protection are confidential. The Headmaster or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 3.

DfE Guidance on Information Sharing (July 2018) provides further detail. Copies of this are available on the staffroom and are saved with policy documentation on Homer in the Staff Handbook.

## 11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. This can be found on the school website and in the Skinners' Staff Handbook/policies folder on Homer.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Allegations of Abuse Against Staff Policy**. This can be found in the staff handbook and saved on Homer.

## 12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of the "*Keeping Children Safe in Education*" (2019) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A (on the green slips; a record of this will be kept with the DSL and the Headmaster's PA.) A hard copy of KCSIE 2019 is issued to all new staff at Induction, and to all teaching and non-teaching staff every September.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school's internal safeguarding processes. This training may be delivered by the DSL, Julian Metcalf, or the Deputy DSL, Edward Wesson (Headmaster) who will ensure that training is understood by staff.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and **Acceptable Use of the Internet Policy**.
- [Appropriate training will also be provided for non-teaching staff, including peripatetic music teachers, lunchtime canteen staff \(employed by Independent Catering\) and members of the wider caretaking team.](#)
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body (Louis Boyd), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

### **13. Safe Working Practice**

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

### **14. Staff Supervision and Support**

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

### **15. Safer Recruitment**

- The Skinners' School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- This Skinners' School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

## 16. Allegations Against Members of Staff and Volunteers

- The Skinners' School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headmaster, or Second Master in his absence, who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headmaster then staff are advised that allegations should be reported directly to the LADO in the first instance.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The Skinners' School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.
- For specific guidance on how to respond to allegations against staff, please refer to the **"Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy** which can be found in the Police folder on Homer and in the Staff Handbook

### When in doubt – consult

## 17. Peer on Peer Abuse

- All members of staff at The Skinners' School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- The Skinners' School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 7, above and in accordance with Kent Safeguarding Children Board procedures.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- ‘Sexting’ (Youth produced sexual images) will not be tolerated. The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS [“Sexting in Schools and Colleges”](#) guidance and [KSCMP guidance](#).
- The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).
  - Further information can be found in the schools PSHE Scheme of work, at the annual Parents’ Information Evening and eSafety presentations for parents, and in the policies listed on the Pastoral section of the school’s website. For staff, copies of relevant folders are stored on Homer.

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

- The Skinners’ School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
- The Skinners’ School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child’s disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

## **19. Gangs, County Lines, Violent Crime and Exploitation**

- The Skinners’ School recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but exclusively:
  - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
  - Increased absence from school
  - Change in friendships/relationships with others/groups
  - Significant decline in performance
  - Signs of self-harm/significant change in wellbeing
  - Signs of assault/unexplained injuries.

## **20. Online Safety**

- It is recognised by The Skinners’ School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.

- The Skinners' School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
  - **content:** being exposed to illegal, inappropriate or harmful material
  - **contact:** being subjected to harmful online interaction with other users
  - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2019.
- The Skinners' School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools **Acceptable Use of the Internet Policy** which can be found on Homer and are available in the staffroom. The **Acceptable Use of the Internet** statement is available when staff and students log on to the school's network and there is a copy in The Staff Handbook.
- The Skinners' School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. This provision is provided by RM as the school's internet provider.
- The Skinners' School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Students and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- The Skinners' School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online. Students in the school will complete the Online Safety Alliance's eSafety course.
- **CEOP 'Think U Know' campaign slogan: *Prevent, Pursue, Protect.***

CEOP (formerly the Child Protection and Online Protection Centre) works with child protection partners across the UK and overseas to identify the main threats to children. It coordinates activity against these threats to bring offenders to account.

- All Skinners' staff have a responsibility to:
  - be aware of their current and past data footprint and its potential impact (with particular reference to social media in its many forms)
  - be aware of the Staff Code of Conduct for Teaching and Support Staff at The Skinners' School (with particular reference to 'Safe Working Practices for the Protection of Students and Staff')
  - be aware of the Acceptable Use of the Internet Policy.

## 21. Curriculum and Staying Safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.



- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Specific systems outside of expected day to day classroom interaction and support will include:
  - The School Council
  - 'Safe at Skinners' box outside Mrs Lallu's office.
  - Peer-mentoring
  - Year 7/8 Form Prefects
  - Senior prefect roles
  - PSHE talks for students/parents
  - Parents' and students' Information Evenings
  - Student Voice questionnaires
  - Meetings with groups of students and specific individuals.
  - Think U Know, Childnet and other organisations.

## **22. Students staying with Host Families**

Safeguarding principles are clearly established in the School's Trips policy. However, while The Skinners' School places considerable importance on the particular value of language exchanges where students stay with 'host' families, we also recognise the related Safeguarding concerns. It is the School's policy to ensure that all host families are known to the exchange school, and all Skinners' School students staying with host families must be able to contact the Skinners' teacher leading the trip who is responsible for their welfare.

## **23. The Use of School Premises by Other Organisations**

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

## **24. Security**

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

will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## 25. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.

The policy will be reviewed annually. Teachers will be given an update of the policy annually and will sign to the effect that they have read and understood its contents.

- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

## 26. Local Support

- All members of staff in The Skinners' School are made aware of local support available
  - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
    - Claire Ray (Head of Services) 03000 415788
    - [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)
    - Area Safeguarding for Tunbridge Wells: 03000 412284
  - **Contact details for Online Safety in the Education Safeguarding Team**
    - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
    - 03000 415797
    - [esafetyofficer@kent.gov.uk](mailto:esafetyofficer@kent.gov.uk) (non-urgent issues only)
  - **Contact details for the LADO**
    - Telephone: 03000 410888
    - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
  - **Integrated Front Door**
    - 03000 411111 (outside office hours 03000 419419)
    - Early Help district teams: [www.kelsi.org.uk](http://www.kelsi.org.uk)
  - **Kent Police**
    - 101 (or 999 if there is an immediate risk of harm)
  - **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
    - [kscmp@kent.gov.uk](mailto:kscmp@kent.gov.uk)
    - 03000 421126
  - **West Kent Area Education Officer:** Nicholas Abrahams 03000 412209

## 27. National Support

### Support for staff

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

### Support for Pupils

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

### Support for adults

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

### Support for Learning Disabilities

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

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)

### Honour based Violence

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

### Sexual Abuse and CSE

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

### Online Safety

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

### Radicalisation and hate

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



## **Appendix 1: Categories of Abuse**

**All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

The information below is designed to provide additional information for staff. It is not a replacement for the policy details and procedures in the main body of this policy.

### **PHYSICAL ABUSE**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

It may also be caused when a parent / carer fabricates symptoms of, or deliberately induces illness in a child

### **EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve

Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

Imposing developmentally inappropriate expectations e.g. interactions beyond the child's developmental capability, overprotection, limitation of exploration and learning, preventing the child from participation in normal social interaction

Causing children to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another

Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

### **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including 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.

### **NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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:

- Provide adequate food, clothing or shelter (including exclusion from home or abandonment)
- Protect from physical and emotional harm or danger
- Meet or respond to a child's basic emotional needs
- Ensure adequate supervision including use of adequate care-takers
- Ensure access to appropriate medical care or treatment
- Ensure that her/his educational needs are met

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Whilst the above definitions are useful it is also necessary to understand the consequences, both short and long-term, for children who may suffer abuse.

### **Consequences of Physical abuse**

Physical abuse can range from over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive; some may be clearly premeditated with intent to cause harm.

### **Consequences of Emotional Abuse**

Emotional abuse can range from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing her/him. It has an important impact on a developing child's mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems for a child's parents do not obscure professionals' view of their child's emotional development.

Bullying – serious bullying causing a child to feel frightened or in danger may now be regarded as emotional abuse. Failures of a school to deal effectively with bullying could be seen as neglect/failure of duty of care.

### **Consequences of Sexual Abuse**

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse effects may endure into adulthood and affect the ability to build and maintain affective adult relationships. Research indicates about a third of victims of sexual abuse may become adult perpetrators

### **Consequences of Neglect**

This can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious

impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family. Unborn babies may now be regarded as suffering neglect due to maternal substance misuse.

## **Possible Indicators of Abuse**

The following is a list of signs and symptoms that may be consistent with abuse; NB some children can exhibit one or more of these signs for other reasons. However, if there are concerns about a child displaying any of these indicators, discussions should be held as soon as possible with the designated child protection co-ordinator in the school (DCPC). In simple terms indicators can be *physical* e.g. marks and bruises, *behavioural* i.e. aggressive or withdrawn or secretive etc, *disclosures* i.e. a child tells you something that indicates they are suffering abuse, *presentation/appearance* may be unkempt dirty etc. In schools you will be particularly able to notice *changes* in appearance, achievement, friendships etc which may be early indicators that all is not well with the child. We ask that you be curious and check out concerns with the DCPC and senior colleagues.

## **PHYSICAL ABUSE**

### **Physical Indicators**

*Unexplained bruises/welts/lacerations/abrasions:*

- on face, lips, mouth
- on torso, back, buttocks, thighs
- in various stages of healing
- clustering forming regular patterns
- reflecting shape of article used, e.g. belt, buckle, electrical flex
- on several different surface areas
- regularly appear after absence, weekend, or holiday
- bite marks or fingernail marks

*Unexplained burns:*

- cigar or cigarette burns especially on soles, buttocks, palms or back
- 'immersion' burns, where hands feet or body have been forcibly immersed in very hot water
- patterns like electrical burner, iron etc
- rope burns on arms, legs, neck or torso

*Unexplained fractures:*

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

### **Behavioural Indicators**

- flinching when approached or touched
- reluctance to change clothes for PE lessons
- wary of adult contacts
- difficult to comfort
- apprehension when other children cry

- crying/irritability
- frightened of parents
- afraid to go home
- rebelliousness in adolescence
- reports injury caused by parents
- behavioural extremes- aggressiveness, withdrawal, impulsiveness
- regression to childlike behaviour
- apathy
- depression
- poor peer relationships
- panics in response to pain

## **EMOTIONAL ABUSE**

### **Physical Indicators**

- failure to thrive
- delays in physical development or progress

### **Behavioural Indicators**

- sucking, biting, rocking
- anti-social, destructive
- sleeping disorders, inhibition of play
- compliant, passive, aggressive, demanding
- inappropriately adult or infant
- impairment of intellectual, emotional, social or behavioural development

## **SEXUAL ABUSE**

### **Physical Indicators**

- difficulty in walking, sitting down
- stained or bloody underclothing
- pain or itching in genital area
- bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- vaginal discharge
- bed wetting
- excessive crying
- sickness

### **Behavioural Indicators**

- inappropriate sexual behaviour or knowledge for the child's age
- promiscuity
- sudden changes in behaviour
- running away from home
- wary of adults
- feeling different from other children
- unusual avoidance of touch
- reporting of assault
- substance abuse (e.g. glue sniffing)
- emotional withdrawal through lack of trust in adults



- over compliance with requests of others
- frequent complaints of unexplained abdominal pains
- eating problems
- sleep disturbances
- poor peer relationships
- possessing money or 'gifts' that cannot be adequately accounted for
- inappropriate sexually explicit drawings or stories
- enuresis or soiling, especially at the end of school
- frequent non-attendance at school
- avoidance of school medicals

## **NEGLECT**

### **Physical Indicators**

- consistent hunger
- poor hygiene
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

### **Behavioural Indicators**

- begging
- stealing food
- constant fatigue, listlessness
- poor relationship with care-giver
- frequent delays in picking child up from playgroup or school

## **Appendix 2: Specific Safeguarding Issues**

**(Also See Annex A of Keeping Children Safe in Education 2019)**

### **Children Missing Education**

The Skinners' School recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The Skinners' School is aware that a child going missing from education is a potential indicator of abuse or neglect.

The Skinners' School has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the schools policy and procedures regarding **attendance** and **inclusion**.

### **Child Sexual Exploitation (CSE)**

All Skinners' staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

*'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'*

The Skinners' School identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at The Skinners' School recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

### **'Honour based' violence**

Members of staff at The Skinners' School are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

- “FGM The Facts”:  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482799/6\\_15\\_87\\_HO\\_MT\\_Updates\\_to\\_the\\_FGM\\_The\\_Facts\\_WEB.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_15_87_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf)
- “FGM an Overview:” <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

All members of staff will follow the school and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

### **Female Genital Mutilation (FGM) mandatory reporting duty**

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

[Summary of the FGM mandatory reporting duty](#)

### **Forced Marriage**

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### **Radicalisation**

The Skinners’ School recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

The Skinners’ School will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include the NCALT e-Learning [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at the Skinners’ School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at The Skinners’ School will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to radicalisation and extremism online can be found in the schools Online Safety Policy.

## **Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)**

### **1. Receive**

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

### **2. Respond**

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

### **3. React**

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

### **4. Record**

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

### **5. Remember**

- Contact the Designated Safeguarding Lead (DSL) (Julian Metcalf) or the Deputy DSL (Edward Wesson)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: [www.kscmp.org.uk](http://www.kscmp.org.uk)
- If you do not feel your concerns are being followed up sufficiently, report directly to Claire Ray (Areas Safeguarding Principal Officer) on 03000 415788.

### **6. Relax**

- Get some support for yourself, dealing with disclosures can be traumatic for professionals. Please speak to the Second Master or Headmaster, or the school counsellor if you would like further support.