

Safeguarding and CP Policy



Little Lambs
NURSERY



SUTTON VALENCE PREPARATORY SCHOOL

Key Contact Personnel in School

Designated Safeguarding Lead (holds ultimate responsibility for Safeguarding):

James Watkins, Deputy Head (watkinsj@svs.org.uk 01622 845 812)

Deputy Designated Safeguarding Leads:

Sandra Champanhet, Head of Nursery and Pre-Prep (champanhets@svs.org.uk 01622 845 117)

Ellie Foster, Nursery Manager (fostere@svs.org.uk 01622 845 117)

Zoe Gransbury, Pre-School Lead (gransburyz@svs.org.uk, 01622 845 117)

Molly Braddick, KS1 teacher (Braddickm@svs.org.uk, 01622 845 117)

Carla Glover, KS1 teacher (gloverc@svs.org.uk, 01622 845 117)

Chloe Dorban-Hall, Head of Learning Support (Dorban-HallC@svs.org.uk, 01622 845 117)

Melissa Dallamore, Director of Studies (Dallamore@svs.org.uk, 01622 845 117)

Mark Scholey, Head (Scholey@svs.org.uk, 01622 845 117)

Named Safeguarding Governor:

Mike Heber (heberm@svs.org.uk)

Additional Safeguarding Governor:

Roy Blackwell (blackwellr@svs.org.uk)

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. This policy addresses the Independent School Standards Regulations (ISSRs April 2019) and the consequent ISI Regulatory Requirements (last updated in September 2019) Part 3 - Welfare, health and safety of pupils, Paras 7(a) and (b), 8(a) and (b) and 9 and EYFS Section 3. This policy has been developed in accordance with the principles established by The Children's Acts (1989 and 2004), The Education Acts (1996 and 2002), The Equality Act (2010) and the Protection of Freedoms Act (2012)

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

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What to do if you have a welfare concern at Sutton Valence Preparatory School

Why are you concerned?

- For example
 - Allegation/ child shares a concern or worry
 - Indicators of physical, emotional or sexual abuse, including child-on-child abuse or neglect

Immediately record your concerns

- Follow the school's procedure
 - Reassure the child
 - Clarify concerns if necessary (**TED: Tell, Explain, Describe**)
 - Record incident using CPOMS
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL

Inform the relevant Designated Safeguarding Lead where possible.

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCMP Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. Internal or community services, Early Help open access, LADO, Police or Request for Support for integrated children's services *
- If unsure then consult with Area Education Safeguarding Advisor or Local Authority Social Worker at Central Referral Unit. See Section 24 of this policy for Local Support Contact Details.

If you are unhappy with the response Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures
- Contact the NSPCC

Pupils and Parents:

- Follow school complaints procedures which can be found on the School's website.

Record decision making and action taken in the pupil'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 request further support (if necessary)

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

* Specialist outside agencies may undertake the investigation; such incidents will also be reported to the Charities Commission by the United Westminster and Grey Coat Foundation.

1. Introduction and Ethos

This Policy applies to Sutton Valence Preparatory School (including, as the context requires, the Little Lambs Nursery, the Pre-Preparatory School and the Preparatory School).

Sutton Valence Preparatory School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. The School promotes an open culture in which concerns or questions about safeguarding can be raised at any time, and in any context. We recognise our statutory responsibility to safeguard and promote the welfare of all children.

Sutton Valence Preparatory School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our School, children are respected and encouraged to talk openly.

Our School core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
- It is our whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All our staff understand safe professional practice and adhere to our safeguarding policies.
- We are aware of the specific needs of our SEN/D students and those new to the School at any point in the academic year.
- The School plays a significant role in promoting good physical and mental health for all children in our care.

The aim of the following procedures is to ensure that the safeguarding, protection and general welfare of all our pupils is of paramount importance.

2. Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes. (KCSIE 2024)

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body, which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Leads / Head will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

There are four main elements to our child protection policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);

- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-agency Partnership (KSCMP).

For the purposes of this document, a child is considered to be anyone under the age of 18. The perpetrator(s) of abuse could be someone who is either an adult, an adolescent or a peer.

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 2024 (KCSIE)
 - *Keeping Children Safe in Education* (KCSIE) incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006 (Updated August 2018)*. Issued under Section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulation 2019; KCSIE also refers to the non-statutory advice: *What to do if you are worried a child is being abused: Advice for practitioners March 2015*;
- Working Together to Safeguard Children 2018 (WTSC) (*Updated December 2020*) This document refers to the non- statutory advice: *Information Sharing 2018*;
- What to do if you're worried a child is being abused: advice for practitioners (March 2015). This document is specifically recommended for Early Years practitioners.
- Ofsted: Education Inspection Framework (2021), including EYFS
- Protecting Children from Radicalisation: The Prevent Duty (2015)
- The Department of Health Framework for the Assessment of Children in Need and their Families (2000)
- Kent Safeguarding Children Procedures (Online)
- Early Years and Foundation Stage Statutory Framework 2021 (EYFS)
- Safeguarding and Protecting People for Charities and Trustees (2019)
- DfE guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2020)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)

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

The School acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):

- Care Leavers
- Children and the court system
- Children Missing Education
- Unexplainably and/or Persistently Absent Children
- Children with family members in prison
- Children who need a social worker (Child in Need or Child Protection plans)

- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE/ County Lines)
- Domestic Abuse
- Homelessness
- 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
- Honour based abuse
- Looked after (and previously looked after) children
- Mental health
- Missing children and adults
- Online safety
- Child on Child Abuse
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children
- Human trafficking and modern slavery
- Upskirting
- Youth produced sexual imagery or “Sexting” (sharing of nude and semi-nude images)

Many of the above circumstances will lead to children having a greater risk of harm.

(Also see Annex A within Keeping Children Safe in Education 2024)

4. Related Safeguarding Policies

- This policy is one of a series in the School’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - The Sutton Valence Preparatory School Online Safety Policy
 - The Sutton Valence Preparatory School Anti-Bullying Policy
 - The Sutton Valence Preparatory School Relationships Education Policy
 - The Sutton Valence School Data Protection, GDPR and Information Sharing policies
 - The Sutton Valence Preparatory School EYFS Toileting and Intimate Care Procedure
 - The Sutton Valence School Health and Safety Policy
 - Risk Assessments (e.g. School trips and use of technology)
 - The Sutton Valence Preparatory School Behaviour Policy
 - The Sutton Valence Preparatory School Supervision Policy
 - The Sutton Valence School Policies relating to the use of Electronic devices;
 - The Sutton Valence Preparatory School Missing Child Policy
 - The Sutton Valence Preparatory School Safe Touch Policy
 - The Sutton Valence School Outside Speakers Protocol and Policy
 - The Sutton Valence School Supervision Policy

- The Sutton Valence School Staff Handbook which includes the Code of Conduct and guidelines for School life

5. Key Responsibilities

The School has nominated governors for safeguarding. They have read and will follow KCSIE 2024. The nominated governors 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 policies are reviewed at least annually and when required. Charity Commission guidance on charity and trustee duties is available at www.gov.uk.

The Governing Body and the Head will ensure that the DSLs are properly supported in their role through regular meetings and termly updates.

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole-school approach to safeguarding. Their training will be regularly updated.

The governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

5.1 Designated Safeguarding Lead (DSL)

The School has appointed James Watkins (Deputy Head) 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.

A number of other staff have been trained as Deputy DSLs, with oversight as below:

Nursery	Pre-Prep (Reception-Year 2)	Prep (Year 3 - Year 6)
Ellie Foster (Nursery Manager)	Molly Braddick (Y1 Teacher)	Melissa Dallamore (Director of Studies)
Zoe Gransbury (Pre-School Lead)	Carla Glover (Y2 Teacher)	
Sandra Champanhet (Head of Nursery and Pre-Prep)		
Chloe Dorban-Hall (Head of Learning Support)		
Mark Scholey (Head)		

Sandra Champanhet (Head of Pre-Prep) has been delegated responsibility for day-to-day oversight of Nursery and Pre-Prep. During the School holidays, when the Nursery is still running, there will always be a member of SMT on call, but day-to-day Safeguarding responsibility lies with the Nursery Manager or, in her absence, the Pre-School Lead. There will be a handover of relevant information between the DSL and the Nursery Deputy DSLs before and after School holidays to ensure consistency of provision.

The DSL and DDSLs 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 at regular intervals and at least annually.

All DSLs (including Deputy DSLs) are trained to the same standard. The ultimate lead responsibility for safeguarding and child protection remains with James Watkins and this responsibility will not be delegated.

All staff with responsibility for safeguarding are accountable to the Head.

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, taking into account the context within which incidents and/or behaviours occur. This is known as Contextual Safeguarding.
- In the case of Looked After Children the DSLs 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 a nominated DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children 2018. This may include referring to the Channel programme, where radicalisation is a concern, or the police for any FGM concern.
- Ensure that locally established referral procedures are followed as necessary. NB. Referrals to statutory agencies do not require parental consent.
- Represent, or ensure the School is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the School's role 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. Deputy DSLs will assume responsibility for the 50 week Nursery during School holidays.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2024. Staff will be provided with formal and/or informal updates as new information and guidance comes to light.
- Where children leave the School, the designated safeguarding lead will ensure their child protection file is reviewed and transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained. This should be transferred separately from the main pupil file.
- DSLs will oversee the work of the OSL and promote Online Safety throughout the School.
- Raise awareness and provide advice and support to other staff and volunteers on child welfare and child protection matters;
- The Designated Safeguarding Leads will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

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.
- Be alert to the potential need for Early Help for pupils who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).
- Be aware that mental health problems can, in some cases, be an indicator that a child is at risk of suffering abuse, neglect or exploitation. Any abuse, neglect, exploitative or traumatic adverse childhood experience (ACE) can have a long-lasting impact. Staff are well-placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. These safeguarding concerns should be reported in the usual manner. However, only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Understand the Early Help process and their role in it.

- Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to teenage years.
- The School will follow the guidance provided by the KSCMP in identifying, assessing and acting to support children who may benefit from early help. This will be done through the use of the Front Door system from October 2018 (<https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door>).
- Understand the School's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated. This includes reading Part 1 of KCSIE and the School's Safeguarding and Online Safety Policies.

Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.

- All members of staff should be aware that if, at any point, there is immediate danger or risk of serious harm to a child, a referral should be made to Children's Social Care and or the police directly and without delay, and that anyone can make a referral. The DSL should be informed as soon as possible that a referral has been made. The School will raise Child Protection/Safeguarding concerns with parents/guardians at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.
- Know what to do if a child tells them that he or she is being abused or neglected, including child on child abuse. This includes notification of the relevant DSL in a timely fashion, using School reporting procedures, outlined on page 2 of this document, and accessing Early Help.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection.
- Attend weekly pupil briefings. These enable staff to discuss issues that particular children are having and for DSLs to readily identify and initiate Early Help for our students. These issues could be related to behaviour, relationships or mental health concerns.
- In compliance with Data Protection Legislation, consent for and use of images of pupils are done so in line with the "Use of Images of Students at Sutton Valence School" policy. A list of those pupils whose parents have not consented to their photographs being taken, is held on ISAMS
- A member staff must not give pupils lifts in their own vehicle without the prior agreement of the DSL and having completed the Solo Journey Form held in the Deputy Head's Office. Parental permission should also be obtained and the vehicle insurance must provide for this use.
- All members of staff must be aware of the School's procedures for pupils who are absent without permission (i.e. missing child procedure) refer to the Missing Child Policy;
- All members of staff must adhere to the Code of Conduct, issued to all staff as part of their induction process.

EYFS staff:

With reference to child protection in EYFS, Ofsted will be informed of any allegations of serious harm and abuse by any person living, working or looking after the children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Ofsted will be informed of any such incident within fourteen days.

Termly supervision opportunities are made available for all staff working with EYFS pupils to discuss any sensitive issues – particularly concerning children's development or wellbeing. This applies to class teachers, specialist teachers and teaching assistants:

Staff receive yearly safeguarding updates and reminders of the types of abuse, including female genital mutilation in the list of types of abuse (FGM); see Appendix A

EYFS staff will keep their mobile phones in the classroom cupboard during the working day. The only time they may be removed from the cupboard is when a member of staff is on a playtime duty. In this instance,

the phone is only to be used for the purpose of contacting the School office or the emergency services, should they be required.

Personal mobile phones or personal electronic devices must not be used to take or store photographs of pupils. Only cameras or tablets owned by the School should be used to take photographs of the pupils. Such photographs must remain on the School site and the cameras and tablets not taken to private residences.

The number of a School mobile phone is made available to those parents whose children are in Little Suttons, our after-school care club.

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 by recognising when they are themselves at risk and how to get help when they need it, including online.

5.4 Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere the relevant school/policies and procedures.
- Talk to their children about safeguarding issues and support the School in their safeguarding approaches.
 - Identify behaviours that 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](#).

6. Recognition and Types of Abuse, Neglect and Exploitation

All staff in school should be aware of the definitions and indicators of abuse, neglect and exploitation. There are four categories of abuse:

- Physical abuse and injury
- Sexual abuse
- Emotional abuse
- Neglect

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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, neglect and exploitation 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.

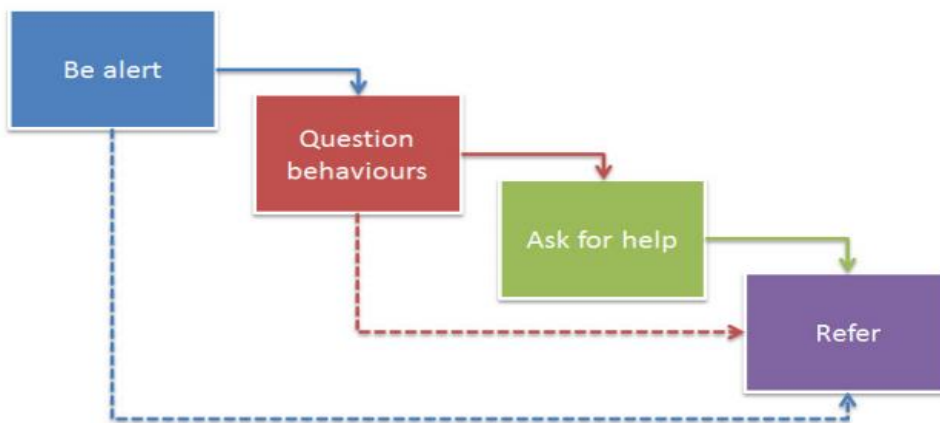
By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

See Appendix A for further explanations.

7. Safeguarding and Child Protection Procedures

Sutton Valence Preparatory School adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website 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 request for support should be made immediately to Children's Social Work Services and/or the police. NB. Referrals to statutory agencies do not require parental consent.

The role of the School in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

The DSL may seek advice or guidance from Area Education Safeguarding Advisor from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.

For pupils, families and staff, there are many additional sources of support at Sutton Valence Preparatory school. These include educational psychologists, Learning Support and counselling. Medical services, access to a GP and onwards referral (e.g. to CAMHS or for possible psychological specialist help) are available. Liaison and coordination between the services are maintained by the DSL attending multi- agency meetings. It is usual to involve parents from the outset and any concerns can be raised by the Form teachers, Medical Centre or by one of the DSLs.

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 DSLs will keep all Early Help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.

All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCMP, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.

In the absence of the availability of a DSL to discuss an immediate and urgent concern, staff can seek advice from any other listed DSLs, including EYFS DSLs. They may also seek advice from Lauren Austen (DSL at SVS), the Education Safeguarding Service or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

On occasion, staff may pass information about a child to a DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with that 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 DSLs (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 Service.

8. Record Keeping

Staff will record any welfare concern that they have about a child on CPOMS. 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.

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 the relevant DSL.

Staff will be reminded about CPOMS regularly as well as receiving training on its use.

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 DSLs. Safeguarding records are shared with staff on a 'need to know' basis only.

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

Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".

The Head will be kept informed of any significant issues by the DSL.

9. Multi-agency Working

Sutton Valence Preparatory 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. We will, however, contribute to the investigation and assessment processes as required. Sutton Valence Preparatory School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The Senior Management Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies. [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

10. Confidentiality and Information Sharing

Sutton Valence Preparatory School recognises that all matters relating to child protection are confidential. The Head or DSLs will only disclose information about a pupil to other members of staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

DfE Guidance on Information Sharing (July 2018) provides further detail. This information is displayed in the Staffroom

11. Complaints

The School has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found on the School website and is available from the School office.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. The procedures followed by Sutton Valence School in respect of allegations of abuse made against teachers and other staff which includes volunteers shall, in all regards, follow the guidance set out in Part 4 of '*Keeping Children Safe in Education*' KCSIE 2024

12. Staff Induction, Awareness and Training

All members of staff have been provided with a copy of Part One and Annex B of Keeping Children Safe in Education 2024 which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex B within Keeping Children Safe in Education 2024. Members of staff have signed to confirm that they have read and understood Part One and Annex B. This is available in the School Office.

At the beginning of each School year, all staff will be provided with a copy of this policy, the updated version of the Online Safety Policy and a letter which outlines the key points from the updates to KCSIE.

The DSL will ensure that all new staff, students and volunteers are aware of the School's internal safeguarding processes, following the Induction Checklist.

New staff will be issued with a Child Protection Advice Leaflet, which provides a summary of safeguarding responsibilities for all adults working at Sutton Valence Preparatory School. This is updated yearly.

All staff members will receive training to ensure they are aware of a range of safeguarding issues, to include but not be limited to Child Protection, Online Safety and Monitoring & Filtering.

All staff members will receive regular safeguarding and child protection updates, at least annually. Additionally, at the staff meetings, current issues are highlighted and staff receive updates at least via email, online training via EduCare and documentation to help maintain their skills and knowledge. EduCare includes a section on online safety.

All staff (including EYFS) have completed the on-line Channel Training as part of their Prevent Awareness Training. All staff have a legal obligation to have due regard to the need to prevent people from being drawn into terrorism.

All staff members will be made aware of the School's expectations regarding safe and professional practice via the code of conduct and policies relating to the use of electronic devices.

The DSLs 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. This is held in the School Office

Although the School has a nominated lead for the Governing Body, 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 Management & Discipline and Positive Handling Policies**, 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 guidelines set out in the Staff Handbook.

14. Staff Supervision and Support

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

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The School will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff will be supported by the DSL in their safeguarding role.

- All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

Sutton Valence Preparatory School will ensure that members of staff who are working within the Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.

15. Safer Recruitment

Sutton Valence Preparatory School is committed to ensure that it develops a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

The Governing Body and SMT are responsible for ensuring that the School follows safe recruitment processes outlined within guidance.

Sutton Valence Preparatory 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, including statutory guidance from the Department for Education on the application of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (“the 2018 regulations”).

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. This includes anything which may represent “transferrable risk”, such as domestic violence.

16. Allegations Against Members of Staff and Volunteers

Sutton Valence Preparatory 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 Head or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance, without informing the Head. Where a conflict of interest may arise in reporting an incident to the Head, staff should feel confident to report matters to the LADO directly. Instances of professional misconduct will also be reported to the Teaching Regulation Agency (TRA)

Concerns may be raised about the conduct of a member of staff that do not meet the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

These low-level concerns should be reported to the Head and records will be monitored to look for patterns of behaviour. If there is any doubt about the level of the concern raised, advice will be sought from the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

These issues will be addressed on a case-by-case basis.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

When a low-level concern has been raised by a third party, the Head will collect as much evidence as possible by speaking, where possible, to the person who raised the concern, the individual involved and to any witnesses. Reports of low-level concerns will be recorded in writing, with details of the concern, the context in which it arose and action taken. These reports should be made as soon as is reasonably possible. It is, however, understood that the awareness of the need to report is sometimes the result of a period of reflection and there should never be a worry that it is 'too late' to report a low-level concern.

In most circumstances, it will be important to record who has made the report and for this to be shared, where appropriate, with the person about whom the report has been made. Where an individual has a particular reason to wish for their name not to be passed to the individual/s, this will be respected as far as possible, recognising that there will always be circumstances where this cannot be guaranteed.

Where a pattern of behaviour is identified, the school will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harm threshold is met.

The School will always consider if there are any wider cultural issues in School that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence. The rationale for all decisions and actions taken will be recorded.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted, or which might appear compromising to others. In many situations this relates to managing interactions with the school friends of a staff member's own children.

A member of staff may also, for whatever reason, recognise on reflection that they have behaved in a manner that they consider falls below the standards set out above. Self-reporting in these circumstances can be positive for a number of reasons:

- It is self-protective in that it enables a potentially difficult issue to be addressed at the earliest possible opportunity;
- It demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived; and
- It is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

The procedures followed by Sutton Valence School in respect of allegations of abuse made against teachers and other staff which includes volunteers and supply staff, shall, in all regards, follow the guidance set out in Part 4 of *'Keeping Children Safe in Education'* KCSIE 2024. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

All staff (including supply 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 management team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. All members of staff are made aware of the School's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk.

Sutton Valence Preparatory 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.

“Non-recent abuse (also known as historical abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is not 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.” (From www.nspcc.org.uk) In the event of an allegation being made against the School, this will be referred to the Headmaster by any member of staff who is contacted for comment. If the member of staff who has the allegation made against them is still working at the School, normal “Allegations against Staff” procedures will be followed.

When in doubt – consult

17. Child on Child Abuse

All members of staff at Sutton Valence Preparatory School recognise that children are capable of abusing their peers. Child on child abuse can take many forms, including (but not limited to) abuse in intimate personal relationships, bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence, upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence under the Voyeurism (offences) Act); causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; and ‘sexting’ (sharing of nude and semi-nude images). The School firmly rejects the idea that deliberate unpleasantness can be excused by describing such behaviour as banter. The School is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Sutton Valence Preparatory School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. The School adopts a zero tolerance approach to child on child abuse. It is recognised that girls are more likely to be victims and boys perpetrators, but any child on child abuse is unacceptable and will be taken seriously. Any incidents of child on child abuse will be managed in the same way as any other child protection concern in accordance with Kent Safeguarding Children Board procedures. The School is aware that not adequately responding to and/or downplaying the scale of certain behaviours can lead to a culture that feels unsafe and discourages children from coming forward. The School is also aware that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.

Further information about the School's response to specific allegations can be located in

- Online Safety Policy
- Positive Behaviour Policy
- Anti-Bullying policy
- Equal Opportunities policy
- PSHE Policy
- Learning Support Policy
- Policies relating to the use of electronic devices
- Whistleblowing Policy

Under *Guidelines for School Life*, found in the School's Anti-Bullying Policy, advice sets out the following familiar key phrases for pupils to use if they feel they are being harassed by another person:

'I've had enough. I want you to stop doing that' or

'I've had enough. I want you to stop saying that'.

The policy states that these phrases are not intended to make the other person stop the harassment immediately; they make it easier for the School to manage the harassment. Any student repeating such phrases lets the person know that they regard the situation as one of harassment and that the incident will be reported."

Other ways in which the School sets out to minimise these risks include:

- Regular class discussions on the School's emphasis on the importance of kindness;
- Circle Time;
- Online Safety, ICT lessons;
- PSHE;
- Mandatory Relationships and Sex Education (RSE)
- Publicity signposting contact routes to helplines;
- Safe use of social media talks given to Year 6;
- Safe use of the internet talks given to KS1 and KS2
- School Council;
- School Counsellor;
- School Nurses.

Any allegations of child on child abuse will be recorded and investigated. Both the victim and the alleged perpetrator(s) will be supported through the investigation and beyond. Where appropriate, details will be shared with the wider staff so that ongoing pupil interactions can be monitored.

The School will respond to cases of “sexting” (sharing of nude and semi-nude images) in line with the UKCCIS guidance, “Sharing nudes and semi-nudes: advice for education settings working with children and young people” and KSCMP guidance.

Sutton Valence Preparatory School is aware of and will follow the KSCMP procedures (www.kscmp.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Children can report abuse to any adult in the School community and can be confident that their concerns will be taken seriously. Information about who children can speak to is displayed prominently throughout the School as well as being regularly referred to in assemblies and through the RSE curriculum. The School operates an open-door policy and reports made by parents will likewise be investigated thoroughly. Abuse that occurs online or outside of the School will not be downplayed and will be treated equally seriously.

Children will never be given the impression that they are creating a problem by reporting any sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them.

NB. Children may not feel confident to tell staff about their abuse. Staff must be aware that some children may act in a way that they hope adults will notice. It may be that conversations are overheard or a friend may make a report instead of the child in question.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

It is important to understand that abuse can cause intra familial harms and the need for any necessary support for siblings following incidents will always be considered.

18. Safeguarding Children with Special Educational Needs and Disabilities

Sutton Valence Preparatory 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.

Sutton Valence Preparatory 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 and child on child abuse. 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.

The Head of Learning Support and the DSLs will liaise on an ongoing basis to ensure that all children’s needs are met through clear communication.

19. Gangs, County Lines, Violent Crime and Child Criminal Exploitation (CCE)

Sutton Valence Preparatory School recognises the impact of gangs, county lines, violent crime and Child Criminal 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.

Sutton Valence Preparatory School notes that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Increased, unexplainable and/or persistent 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 Sutton Valence Preparatory School that the use of technology presents challenges and risks to children and adults both inside and outside of school.

We recognise that abuse can take place wholly online or that technology may be used to facilitate offline abuse. In many cases, abuse will take place concurrently via online channels and in daily life.

The DSLs has overall responsibility for online safeguarding within the School.

Sutton Valence Preparatory School identifies that the issues can be broadly categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- **Commerce:** risks such as online gambling, inappropriate advertising, solicitation for substances, phishing and or financial scams.

The DSLs and leadership team have read annex C regarding Online Safety within Keeping Children Safe in Education 2024.

Sutton Valence Preparatory School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2024 and EYFS 2021 has appropriate policies in place that are shared and understood by all members of the School community. Further information regarding the specific approaches relating to this can be found in the School's **Online Safety Policy**, **Policies relating to the use of electronic devices** and **Data Protection Policy**, which can be found on the School's website

Sutton Valence Preparatory School and its governors will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

- Children at Sutton Valence Preparatory School are not permitted to bring their own mobile devices into School. If, for some reason, they need a mobile phone for travel to and from School on the bus, this should be handed into the School office in the morning and collected at the end of the day.

Sutton Valence Preparatory School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may

have access to systems external to the School's control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

Staff training includes expectations, roles and responsibilities in relation to filtering and monitoring. This takes place at induction and then on a regular basis within the School's INSET programme.

Sutton Valence Preparatory 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, both in and out of School.

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.

The School recognises that lessons covering Relationships and Sex Education have the potential to raise safeguarding concerns and disclosures from the children. Staff will be vigilant for this.

Through the P4L curriculum, children will spend time considering how to build resilience and bolster their mental health. Staff will remain vigilant for children who appear to have low self-esteem and other mental health concerns. These concerns will form part of the discussion at weekly Pupil Briefings and will be followed up on by the DSLs in conjunction with the Head of Learning Support. This follow-up will include conversations with parents and may also include continued monitoring, tailored activities to boost self-esteem, arranging support in School through the Learning Support department and/or referral to the School counsellor.

22. Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the School would look to work with the local authority, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

23. The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Head, Bursar 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. The guidance on Keeping Children Safe in Out of School Settings details the arrangements that the School would expect providers to have in place.

If this assurance is not achieved then an application to use premises will be refused.

If the School receives an allegation relating to an incident that happened when an individual or organisation was using the School premises for the purposes of running activities for children (for example community groups, sports associations, or

service providers that run extra-curricular activities) then, as with any safeguarding allegation, normal safeguarding policies and procedures will be followed, including informing the LADO.

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. The community welcomes comments from pupils, parents and others about areas that may need improvement.

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 online system in the School office and to display a photographic visitors badge whilst on school site. Due to the electronic locking system in place on the doors in the School, a visitor will have to be escorted to gain access to School buildings. Any visitor who will be working directly with children must show appropriate photographic identification, such as passport or photocard driving licence; this particularly applies to anyone from an outside agency who will be working one-to-one with children. 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.

The School may review CCTV footage from time to time in relation to incidents at School. This will be done in line with GDPR policies.

25. Monitoring and Review

All School staff will have access to a copy of this policy. The policy will also be available to parents/carers.

The policy forms part of our School development plan and will be reviewed annually.

26. Local Support

All members of staff at Sutton Valence Preparatory School are made aware of local support available

LADO Education Safeguarding Advisory Service (LESAS) Mission Statement

The County LADO service and Education Safeguarding Service merged in September 2024 following an evaluation of the two services. This decision aligns both services with the national 'Working Together to Safeguarding Children' agenda and will result in increased capacity to provide LADO and education safeguarding support to Kent education settings and the wider Children's workforce.



What we do

Our role is to continue and build upon the statutory LADO function for the whole of the children's workforce and support education settings (early years settings, childminders, schools, and colleges) in Kent who work with children aged 0-18 to meet their safeguarding responsibilities and respond to safeguarding concerns.

Our team is made up of experienced social work and education professionals who have a thorough understanding of key local and national legislation and statutory guidance related to safeguarding and education safeguarding practice.

What we provide

We provide a variety of different types of support to education settings in Kent, this includes:

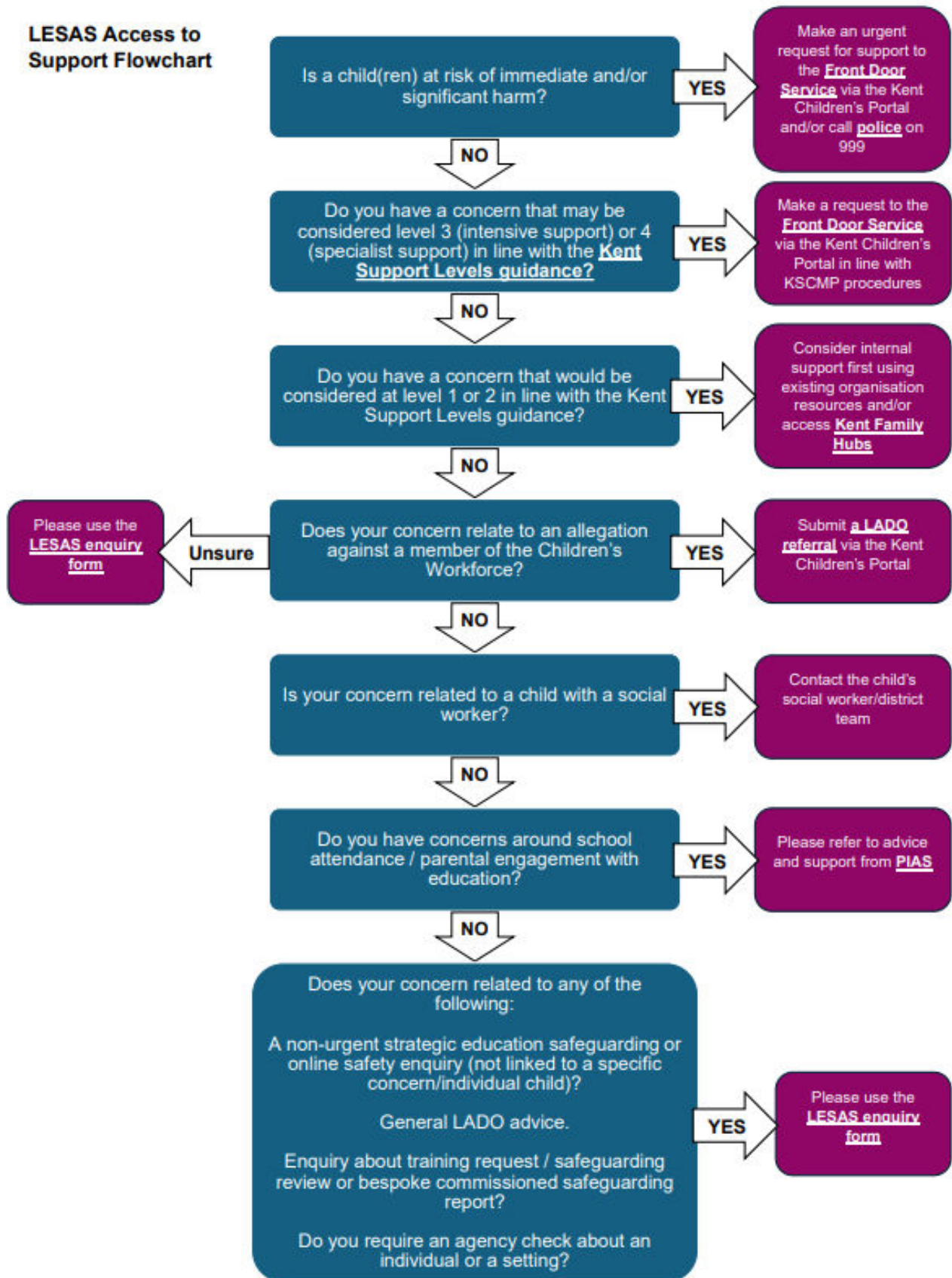
- Undertaking the LADO statutory function; primarily this involves managing the process when an allegation is made against a member of the children's workforce, not just education specific, in Kent.
- Advice for education settings on how they can meet their safeguarding responsibilities, including online safety specific advice, via an enquiries service. This does not include queries relating to individual children; in these cases, a request for support should be submitted to the Front Door Service.
- Up-to-date exemplar Child Protection policy and Acceptable Use Policy for education providers to adapt.
- Support for education settings in times of crisis and unexpected critical incidents, for example following the unexpected death of a child who attends the setting.
- A termly newsletter for Designated Safeguarding Leads (DSL) in education settings.
- Termly Designated Safeguarding Leads (DSL) 'catch up' meetings to share local information and guidance.
- Targeted outreach work and subsidised support for education settings following critical safeguarding needs.

The service can also be commissioned to provide a range of high-quality training and other safeguarding support products for DSLs and staff within the children's workforce, including safeguarding reviews which promote best practice and empower education settings to ensure their learners are as safe as they can be.

Contacting us



LESAS Access to Support Flowchart



27.National Support

Support for staff

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

Support for Pupils

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

Mental Health Advice and Guidance

- [Preventing and Tackling Bullying.](#)
- [Mental Health and Behaviour in Schools](#)
- [Promoting children and young people’s emotional health and wellbeing.](#)
- [Rise Above](#)

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

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

Honour based Abuse

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

Sexual Abuse and CSE

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

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org
- LGFL 'Undressed' provides schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Radicalisation and hate

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

Date James Watkins: September 2024

Date agreed and ratified by the Governing Body: September 2024

Date of next review: August 2025

Appendix A - What is Child Abuse?

Child abuse is maltreatment of a child. Someone, an adult or a child 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 by another child or children.

Children may be abused within an extended family or in an institutional or community setting by those known to them, or more rarely, by others, such as via the internet.

Child abuse can encompass:

- **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 and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may involve 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. 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 or non-contact activities including grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator(s) or facilitator(s). The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). More information include definitions and indicators are included in Annex A of KCSIE.

- **County Lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.
- **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 involve a parent or carer failing to 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 and treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
- **Unexplainably and/or Persistently Absent Children:** All staff should be aware that children being unexplainable and/or persistently absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation – this may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their School’s or college’s unauthorised absence and unexplainable or persistent absence procedures, as laid out in the Missing Child Policy.
- **Domestic abuse:** The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Domestic abuse can encompass a wide range of behaviours which may include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

- **Serious Violence:** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.
- **Preventing radicalisation:** Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a Schools’ or colleges’ safeguarding approach. Extremism¹⁰¹ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation¹⁰² refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include one of the designated safeguarding leads making a referral to the Channel programme.
- **The Prevent duty:** All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Signs of possible abuse

- Absconding or running away;
- Delay in seeking medical attention;
- No explanation or inadequate explanation of injuries;

- Changing explanation of injuries;
- Recurrent injuries - particularly if forming a pattern (e.g. always on a particular day or in the care of the same person);
- Inadequate parental concern;
- Multiple injuries that occurred at different dates;
- Bruises;
- Burns and scalds;
- Bites and large and deep scratches;
- Incisions from razor blades;
- Finger marks or grasp marks (from slapping or coercion);
- Lesions and cuts;
- Unexplained soreness, bleeding or injury to the genital or anal area;
- Sexually explicit play and behaviour;
- Mimicking learnt (sexual) behaviour;
- Aggressive behaviour (to self and others);
- Sexually precocious behaviour and prostitution;
- Solvent or alcohol or drug abuse;
- Anorexia and bulimia;
- Self-harming and suicide attempts;
- Sexual abuse of other children;
- Sexually transmitted diseases;
- Genital injuries;
- Female Genital Mutilation (or risk of FGM occurring)
- Honour Based Abuse
- Compulsive masturbation;
- Changes in school performance;
- Isolation from peers;
- Eating and sleeping problems;
- Withdrawn or over-active states.
- Child missing from education (CME)
- Exposure to domestic violence
- Gang membership

Appendix B

Further information on Best Practice for staff (details can be found on the 'how to Guides' on the School Intranet system and also in the Safeguarding Booklet given to all staff). These details are confirmed at all training and INSET sessions.

Underpinning principles

- The welfare of the child is paramount;
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Staff should work, and be seen to work, in an open and transparent way;
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation;

Setting an example

All staff who work in schools set examples of behaviour and conduct which can be copied by students.

Staff must therefore set an example to students. They will:

- avoid using inappropriate or offensive language at all times;
- demonstrate the highest standards of conduct in order to encourage our students to do the same;
- show tolerance and respect for the rights of others;
- not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- express personal beliefs in a way that will not overly influence students and will not exploit students' vulnerability or might lead them to break the law;
- avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

Staff/pupil relationships

Staff will observe proper boundaries with students that are appropriate to their professional position.

Staff should avoid contact with students outside of school hours if possible.

Personal contact details should not be exchanged between staff and students. This includes social media profiles.

If a staff member is concerned at any point that an interaction between themselves and a student may be misinterpreted, this should be reported.

Communication with Students

The following information is designed to protect you and is best practice.

- Do not exchange telephone numbers with students;
- Do not contact them using a mobile device;
- Do not engage in electronic communication with them on your personal device;
- Communication should be through the School email system only and must hold up to scrutiny;
- Maintain a formal voice and tone;
- Do not become 'friends' on Social Media.

Social Media

It is best practice to note the following advice:

- Check that your settings are private. Be aware that Social Media sites can change their privacy settings frequently. You will need to check, regularly;
- Do not use your professional teaching name;
- Do not accept existing pupils to be 'friends' (The exception is for members of staff who have children who are pupils at school);
- Be considerate to colleagues when posting photographs. Ask permission if necessary;
- Do not be detrimental to staff colleagues or Sutton Valence School online;
- Remember that Social media sites 'own' your photographs.

When students have left Sutton Valence, they may wish to contact you on Social Media. This advice is assuming that students have left after the Upper Sixth Form has been completed:

- Students should have left for a period of over 18 months;
- The request to become friends should come from students, not staff.

Solo Journeys

All solo journeys must be logged, via email, with the DSL. It may be possible to send the email prior to the trip, or it may have to wait until afterwards in the case of an emergency.

The email must contain the following information:

- Student's name;
- Date and time of journey;
- Reason for journey;
- Vehicle used;
- If the journey is arranged for a future date, an accompanying email from the parent where confirmation that they are completely happy with, and understand the details of, the forthcoming journey is requested.

Solo Teaching

There are occasions when individual lessons/tutorials/clinics are given by staff. In order to protect ourselves it is essential to remember our guidelines for situations such as this:

- Always choose a room with a window;
- If at all possible, remain on the opposite side of the desk;
- Do not use rooms that are squirreled away;
- Your HOD should be aware of regular meetings/timetables additions/revision and catch-up sessions.

All solo teaching must be logged via email with the DSL. It may be possible to send the email prior to the lesson, or it may have to wait until afterwards if a child drops in to see you unannounced. An email to cover the term is absolutely fine for regular tutorials.

The email must contain the following information:

- Student's name;
- Date and time;
- Reason for lesson.

In situations such as Music lessons where doors are closed and nearly all lessons are 1:1, staff should follow the specific guidance of the Director of Music.

The Learning Support Department will also have specific guidelines due to the nature of their contact with children. You may feel it necessary to note if a child regularly arrives to a lesson early.

Date James Watkins: September 2024

Date agreed and ratified by the Governing Body: September 2024

Date of next review: August 2025