

GREAT CHART PRIMARY SCHOOL

CHILD PROTECTION POLICY

**based on Keeping Children Safe in Education DfE guidance September 2018 and
Working Together To Keep Children Safe 2018**

September 2018



Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain.

Key contact personnel in School

Designated Safeguarding Lead(s):

- Mrs Wendy Pang (Lead DSL)
- Miss Sarah Cadman
- Mrs Jo Willemse (+ online safety)
- Mrs Paula High (+ Designated teacher for Looked After Children and Previously Looked After Children)
- Mrs Nichola Ostridge

Named Safeguarding Governor:

Dr James Wong

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

Date agreed: (Sept 2018)

Date of next review: (Sept 2019)

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

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1. Introduction and Ethos

- **Great Chart Primary 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. **Great Chart Primary School** recognise our statutory responsibility to safeguard and promote the welfare of all children.
- **Great Chart Primary School** recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly.
- Our school core safeguarding principles are:
 - We are an important part of the wider safeguarding system for children.
 - It is our whole school responsibility to safeguard and promote the welfare of children.
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All children have a right to be heard and to have their wishes and feelings taken into account.
 - All our staff understand safe professional practice and adhere to our safeguarding policies.

2. Definition of Safeguarding

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher 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 Board (KSCB).

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 2018 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Safeguarding Children Procedures (Online)
 - Early Years and Foundation Stage Framework 2017 (EYFS)

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

- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Domestic violence
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Honour based abuse
 - Mental health
 - Missing children and adults
 - Online safety
 - Prevent duty (radicalisation and extremism)
 - Private fostering
 - Relationship abuse
 - Human trafficking and modern slavery
 - Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2018)

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:
 - Behaviour Management, linked to the Use of Physical Intervention
 - Searching, screening and confiscation
 - Online Safety and Social Media
 - Anti-Bullying
 - Data Protection and Information Sharing
 - Image Use
 - Sex & Relationship Education
 - Personal and Intimate Care
 - Health and Safety
 - Attendance
 - Risk Assessments (e.g. school trips, use of technology)
 - First Aid and Accidents
 - Managing Allegations Against Staff
 - Staff Behaviour Policy (including Acceptable Use of Technology)
 - Safer Recruitment
 - Whistleblowing

5. Key Responsibilities

- The governing body, proprietor and management committees (*as appropriate*) have read and will follow KCSIE 2018.
- The school has a nominated governor for safeguarding. 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 policies are reviewed at least annually and when required.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL is properly supported in their role.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team ([Wendy Pang](#)) 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 school has also appointed Deputy DSLs ([Paula High](#), [Jo Willemse](#), [Sarah Cadman](#) & [Nicky Ostridge](#))
- 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 any deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

- Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- Training will take into account the unique risks associated with online safety and also to recognise the additional risks that children with SEND face online.
- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children
 - In the case of Children Looked After the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
 - Liaise with other agencies and professionals in line with WTSC 2018
 - Ensure that locally established referral procedures are followed 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 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
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018)

Contextual Safeguarding

In Part One of KCSIE is a section on specific safeguarding issues. The 2018 update contains information on Contextual Safeguarding in Paragraph 52:

All staff, but especially the DSL (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Extra-familial risks

Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts.

5.2 Members of Staff

- **All members of staff have a responsibility to:**
- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand your schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

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

<https://www.great-chart.kent.sch.uk/learn-more/policies/> .

6. Recognition and Types of Abuse and Neglect

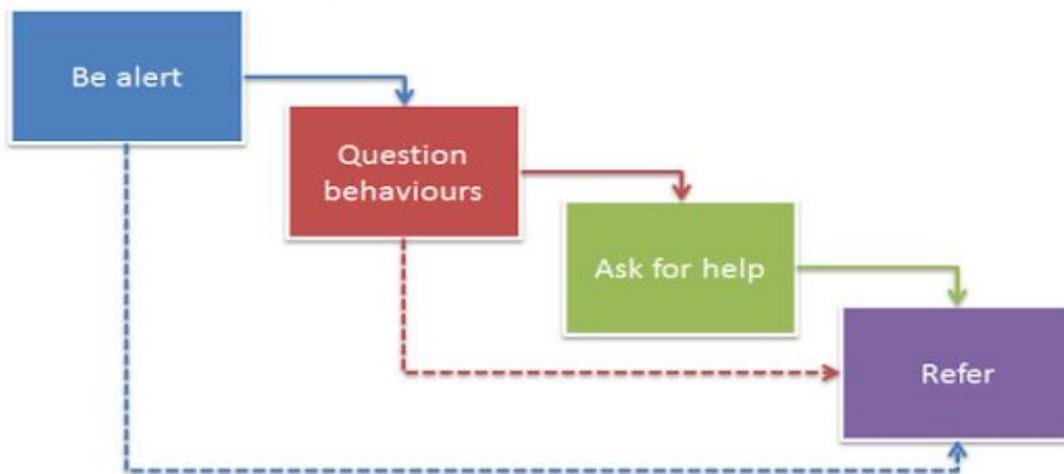
- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary 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 behaviors' 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.
- Any child may benefit from intervention, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking or exploitation
 - is at risk of being radicalised or exploited
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing drugs or alcohol themselves6 Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. 7 More information on statutory assessments is included at paragraph 28. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children. 8
 - has returned home to their family from care
 - is a privately fostered child
 - *children in the court system
 - *children with family members in prison
- If a staff member is unsure about a child demonstrating signs of abuse or neglect, they should ALWAYS speak to the DSL or Deputy DSLs.

7. Safeguarding and Child Protection Procedures

- Great Chart Primary School adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.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.
- **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 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.
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Team or via consultation from a Local Authority social

worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

8. Record Keeping .

- Staff will record any welfare concern that they have about a child on the school's safeguarding **green** incident/concern form (with a body map where 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.
- All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.
- **Green Incident/Welfare concern forms are kept in the staffroom on the Safeguarding notice board.**
- Safeguarding records, **in the form of google docs**, are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSLs and are shared with staff on a 'need to know' basis only.
- **Purple** incident forms are kept by teachers to record ongoing concerns to build up evidence.
- **Purple Incident/Welfare concern forms are kept in the staffroom on the Safeguarding notice board.**
- **Pink** incident forms are kept by teachers to record concerns relating to online safety.
- **Pink Incident/Welfare concern forms are kept in the staffroom on the Safeguarding notice board.**
- The Lead DSL/ HT will be kept informed of any significant issues by the DSLs.
- All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Headteacher 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".

9. Multi-agency Working

- [Great Chart Primary 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. [Great Chart Primary School](#) recognises the importance of multi-agency working and will [support attendance](#) at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- 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

- [Great Chart Primary School](#) recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- DfE Guidance on Information Sharing (July 2018) provides further detail.
- [The school holds more than one emergency number for every child, as far as reasonably possible.](#)

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 or on request at the school office.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy**. This can be found on the school website or on request at the school office.
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12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2018) which covers Safeguarding information for all staff. School

leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2018. Members of staff have signed to confirm that they have read and understood Part One and Annex A. This information is kept by the HT and the SCR (Single Central Register)

- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school's internal safeguarding processes which **includes information to how the school responds to children who go missing in education. They will receive information about the school's staff conduct policy and the school's behaviour policy.**
- 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 schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body ([Dr James Wong](#)), 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 and Physical Intervention/ Restraint 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 school's online safety and Acceptable Use policies.

14. Staff Supervision and Support

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

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff will be supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.

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

EARLY YEARS AND FOUNDATION STAGE PROVISION:

- The 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) 2017.

15. Safer Recruitment

- **Great Chart Primary School** is committed to develop 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 school follows the KCC Safer Recruitment Policy.**
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- **Great Chart Primary School** is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- **All staff at Great Chart Primary School sign a Disqualification by Association document. This is reviewed annually and staff are responsible of informing the HT of any changes throughout the year.**
- 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

- **Great Chart Primary 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 Teacher or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- **Great Chart Primary 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.
- Reasonable force- Passive physical contact and active physical contact are permissible in certain circumstances. Physical intervention is included in the school's behaviour policy.

When in doubt – consult

17. Safeguarding Children with Special Educational Needs and Disabilities

- **Great Chart Primary 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.
- **Great Chart Primary School** will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's

disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

18. Safeguarding Looked After Children and Previously Looked After Children

- Previously looked after children potentially remain as vulnerable as current looked after children. Staff should be vigilant to these children and have the knowledge about them. Any concerns they have should be shared with the DSL or Deputy DSLs.
- Paula High is the Designated Teacher for Looked After Children and her role has been extended to include the responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangements or who were adopted from state care outside of England and Wales.

19. Online Safety

- It is recognised by [Great Chart Primary School](#) that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- The DSLs has overall responsibility for online safeguarding within the school. Mrs Willemse is the key DSL for online safety concerns.
- [Great Chart Primary School](#) identifies that the issues 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' 2018.
- [Great Chart Primary School](#) recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2018 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools **Online Safety Policy**, **Acceptable Use Policy** and **Image Use Policy**.
- [Great Chart Primary School](#) will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school uses the RM filtering system. This is monitored by the IT technician, Computing Lead and HT.
- [Great Chart Primary 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

control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

- [Great Chart Primary 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.
- Any online safety concerns are reported to the DSL for online safety, Mrs Jo Willemse, and recorded on a pink form. Parents are involved immediately. All Safeguarding procedures are followed

20. 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.

21. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Head Teacher 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.

22. 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 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.

23. 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 forms part of our school development plan and will be reviewed annually.

24. Local Support

- All members of staff in [Great Chart Primary School](#) are made aware of local support available
 - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
 - [See staffroom Safeguarding board](#)
 - www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
 - **Contact details for Online Safety in the Education Safeguarding Team**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
 - Ashley Assiter, e-Safety Development Officer
 - 03000 415797
 - esafetyofficer@kent.gov.uk (non-urgent issues only)
 - **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Childrens Social Work Services**
 - Central Duty Team: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
 - **Kent Safeguarding Children Board (KSCB)**
 - kscb@kent.gov.uk
 - 03000 421126

25. National Support

Support for staff

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

Support for Pupils

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

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

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

Honour based Violence

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

Sexual Abuse and CSE

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

Online Safety

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

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com

- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

26. The Governing body has the responsibility to ensure:

- There is a named Lead Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCB training in inter-agency working, in addition to basic child protection training:
 - The DSL, or a deputy, should always be available during school hours, term time for staff to discuss any safeguarding concerns;
 - The DSL and any deputies have undergone KSCB approved training which is updated every two years and their knowledge is updated at least annually.
- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These include:
 - An effective up-to-date child protection policy which is consistent with KSCB requirements, reflects different gender issues, is reviewed annually (as a minimum) and is available publicly either via the school or college website or by other means;
 - A staff behaviour policy (Code of Conduct) including an Acceptable Use Policy;
 - Dealing with allegations of abuse made against members of staff including allegations made against the head teacher;
 - Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place;
- These policies and Part One of KCSIE 2016 and information about the role of the DSL should be provided to all staff on induction. The governing body should take a "proportional risk based approach" to the level of information provided to temporary staff and volunteers, as stated in KCSIE Part 2 (para 48) but as a minimum, all temporary staff and volunteers are made aware of the school's arrangements for safeguarding;
- That the school contributes to interagency working in line with the statutory guidance Working Together to Safeguard Children 2015, including providing a coordinated offer of Early Help and contributing to interagency plans to provide support to children subject to child protection plans.
- That the procedures in place in the school take into account the procedures and practice of KSCB, including the Kent interagency threshold document.
- That staff understand the Data Protection Act 1998 is not a barrier to sharing information where there is a concern about a child.
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2016.
- There is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff (both permanent and temporary) receive safeguarding training.

- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- That the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body’s duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and sex and relationship education (SRE).
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings.
- That all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school’s whistle blowing procedures.

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.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2016 and staff who have direct contact with pupils should also read annex A.

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.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks

- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers

- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Safeguarding Issues covered by the School's safeguarding procedures (See Annex A of Keeping Children Safe in Education 2018)

Children Missing Education

Great Chart Primary 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. Great Chart Primary School is aware that a child going missing from education is a potential indicator of abuse or neglect.

Great Chart Primary 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.

Child Sexual Exploitation (CSE)

All Great Chart Primary School 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.'

Great Chart Primary 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 Great Chart Primary 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.

Child-on-child sexual violence and sexual harassment

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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and school and staff are supported and protected as appropriate.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

‘Honour based’ violence

Members of staff at Great Chart Primary 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.

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.

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: fmufco.gov.uk

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](#)

There is a legal duty on staff who discover an act of FGM appears to have been carried out on a girl younger than 18 to report this to the police.

Radicalisation

Great Chart Primary 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.

Great Chart Primary School will ensure all staff complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing 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. The DSL will attend additional training which includes further information on the Prevent Duty.

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

Additional information about responding to online radicalization and extremism can be found in the schools online safety policy.

Peer on peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence

- All members of staff at Great Chart Primary 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.
- Great Chart Primary 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 12, above and in accordance with Kent Safeguarding Children Board procedures.

- Great Chart Primary School is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
- The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “[Sexting in Schools and Colleges](#)” guidance and [KSCB guidance](#).
 - Further information in relation to the schools approach to “sexting” can be found in the school online safety policy.
- 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 following policies, *PSHE, Citizenship, Sex and Relationships Education, Computing etc.*).
- Pupils who have been experienced peer on peer abuse will be supported by:
 - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
 - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
 - Providing reassurance and continuous support
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - Speaking with police or other local services (such as early help or children’s specialist services) as appropriate
- Great Chart Primary School is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Within ‘Keeping Children Safe in Education’ September 2018, there is also advice on the following:

- Children and the court system
- Children with family members in prison

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 onto either the green, purple or pink forms, as appropriate.
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: www.kscb.org.uk

6. Relax

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

