



Kent Health Needs Education Service

Policies

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Number of pages	42



Child Protection Policy

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

Date written: **October 2020**

Date agreed and ratified by **October 2020**

Date of next review: **October 2021**

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

Key Contacts *Amend as appropriate*

	Name	KHNES contact information <i>e.g. email/phone number</i>
Designated Safeguarding Lead (DSL)	Mark Goode	01732 785694
Deputy Designated Safeguarding Leads	Carla Walmsley James Fewtrell Patrick Hannaway	01732 785694 01732 785694/01227 781548 01732 350650
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Safeguarding Governor <i>or equivalent</i>		c/o 01732 785694

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Please note, schools/colleges will need to add page references.

What to do if you have a welfare concern in [Name of School]

Why are you concerned?

- For example
 - Something a child has said – e.g. allegation of harm
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL first.

- Follow the school procedure ([insert details here](#))
 - Reassure the child
 - Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL ([name, role](#))

Inform the Designated Safeguarding Lead ([Names, roles, contact information](#))

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the Kent Safeguarding 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 ([insert local phone number](#)) or Local Authority Social Worker at the Front Door.

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Learners and Parents:

- Follow school complaints procedures ([link or information on how to access](#))

Record decision making and action taken in the learner'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**

1. Introduction and Ethos

- [KHNES] recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at [KHNES] are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- [KHNES] believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- [KHNES] recognises the importance of providing an ethos and environment within KHNES that will help children to be safe and feel safe. In our KHNES children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support**
 - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- [KHNES] expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020.

2. Policy 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 Keeping Children Safe in Education 2020 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' 2019
 - Framework for the Assessment of Children in Need and their Families 2000)
 - Kent and Medway Safeguarding Children Procedures (Online)
 - Early Years and Foundation Stage Framework 2017 (EYFS)
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
- 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 way KHNES is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

3. Definition of Safeguarding

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment;
 - preventing 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; and
 - taking action to enable all children to have the best outcomes.
- KHNES acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation
 - Contextual Safeguarding (Risks outside the family home)
 - County Lines
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage

- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- **Serious Violence**
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2020)

4. Related Safeguarding Policies

- This policy is one of a series in the **KHNES** integrated safeguarding portfolio and should be read and actioned in conjunction with the policies/principles as listed below:
 - Policy for Supporting Positive Behaviour, linked to the use of physical intervention
 - Searching, screening and confiscation
 - **Online Safety; Social media and Mobile technology**
 - Anti-Bullying
 - Data protection and Information sharing/Image Use
 - Relationship and Sex Education (RSE)
 - **Health and safety, including plans for KHNES reopening**
 - Attendance
 - Risk assessments (e.g. school trips, use of technology, **KHNES re-opening**)
 - First aid and accidents
 - Managing allegations against staff
 - Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
 - Safer recruitment
 - Whistleblowing

5. Policy Compliance, Monitoring and Review

- **< KHNES > will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.**
- All staff (including temporary staff and volunteers) **will be provided with** a copy of this policy and part one of KCSIE. In every hub and on the KHNES website.
- Parents/carers can obtain a copy of the **KHNES** Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the **KHNES** website

- The policy forms part of our KHNES development plan and will be reviewed annually by the governing body/proprietor/leadership/management committee which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead / Executive Headteacher will ensure regular reporting on safeguarding activity and systems to the management committee. The management committee will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

6. Key Responsibilities

- The management committee have read and will follow KCSIE 2020.
- KHNES has a nominated management committee member for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the KHNES 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 management committee and leadership team will ensure that the Designated Safeguarding Lead is supported in their role.

6.1 Designated Safeguarding Lead (DSL)

- KHNES has appointed a member of the leadership team (Mark goode, Executive Headteacher) as the Designated Safeguarding Lead (DSL). Additionally, KHNES have appointed Deputy DSLs (C Walmsley – DHT, James Fewtrell and Patrick Hannaway – AHTs) who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in KHNES. 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.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs 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.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **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
 - When supporting children with a social worker or looked after children 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 KCSIE 2020 and WTSC 2018
- Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.
- Represent, or ensure KHNES is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor KHNES role in any multi-agency plan for a child.
- Be available during term time (during KHNES hours) for staff in the KHNES to discuss any safeguarding concerns.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and KHNES leadership staff.
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

6.2 Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand KHNES safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

6.3 Children and Young People

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of KHNES safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

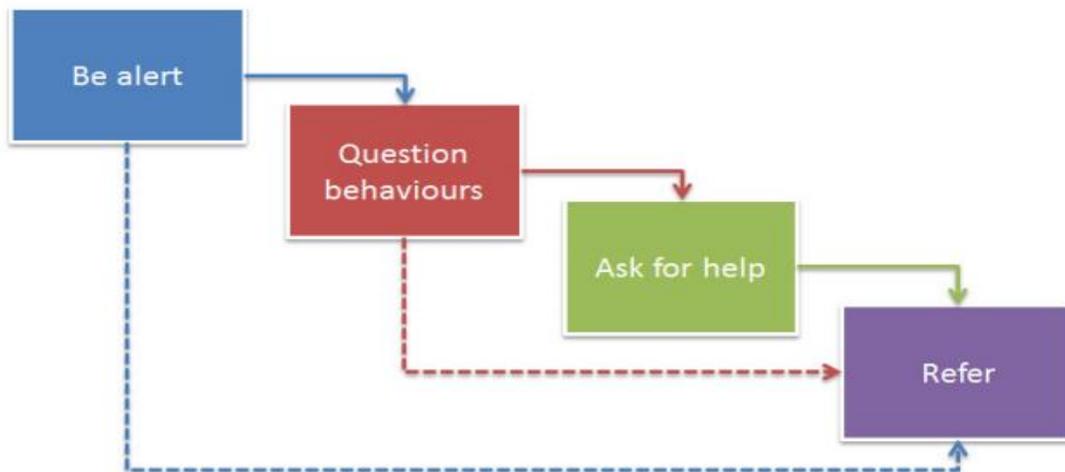
6.4 Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere the relevant KHNES policies and procedures.
- Talk to their children about safeguarding issues with their children and support the KHNES 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 KHNES or other agencies.

7. Recognising Indicators of Abuse and Neglect

- All staff in [KHNES](#) are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020. This is outlined locally within the [Kent Support Levels Guidance](#).
- <[KHNES](#)> recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
 - For further information see Appendix 1.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



'What to do if you are worried a child is being abused' 2015

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.
- 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.
- Safeguarding incidents and/or behaviours can be associated with factors outside [KHNES](#) and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be

vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

8. Child Protection Procedures

- [KHNES] recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- [KHNES] adheres to the Kent Safeguarding Children multi-agency partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://www.kscmp.org.uk/>
- 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.
- [KHNES] is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- [KHNES] recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- 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 by the DSL in line with guidance provided by KSCMP.
 - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- 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.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

9. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the [KHNES safeguarding incident/concern form/system](#) and pass them without delay to the DSL. A body map will be completed if injuries have been observed.
 - If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Incident/Welfare concern forms are kept **in secure online storage for each hub on the R:Drive**
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. **If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.**
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the [KHNES](#). Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/college under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- **In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.**

10. Multi-Agency Working

- [\[KHNES\]](#) recognises and is committed to its responsibility to work within the [KSCMP](#) multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- [\[KHNES\]](#) recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. **This includes contributing to KSCMP processes as required.** Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

11. Confidentiality and Information Sharing

- [\[KHNES\]](#) recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

- The Executive Headteacher or DSL will disclose information about a learner 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.
- [KHNES] has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our KHNES is compliant with all matters relating to confidentiality and information sharing requirements. **Rebecca Perfect and Babatunde Adegbenjo.**
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).
- DfE Guidance on Information Sharing (July 2018) provides further detail in staff data records.

12. Complaints

- KHNES has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the KHNES [website](#)
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found on the KHNES [website](#)

13. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) which covers safeguarding information for all staff.
 - KHNES leaders, including the DSL will read the entire document.
 - KHNES leaders and all members of staff who work directly with children will access annex A within Keeping Children Safe in Education 2020.
 - All members of staff have signed to confirm that they have read and understood KCSIE. **(This is kept with the Staff Training record, and overseen by the same staff member as the SCR)**
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the KHNES internal safeguarding processes as part of their induction.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates (through annual training and regular updates as needed. at least annually, to provide them with relevant skills and knowledge to safeguard children effectively).

- All staff members (including agency and third-party staff) will be made aware of the KHNES expectations regarding safe and professional practice via the staff behaviour policy/code of conduct
- Staff will be encouraged to contribute to and shape KHNES safeguarding arrangements and child protection policies: through the extension of full DSL training to all Hub Managers and wider staff, and through regular consultation.
- The DSL/Executive Headteacher will provide an annual report to the management committee detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although KHNES has a nominated lead for the management committee (Paul Bargery), all members of the management committee will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the KHNES code of conduct.
- Staff will be made aware of KHNES policy to support positive behaviour physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant KHNES policies including staff behaviour policy, Acceptable Use Policies, and Social Media.

15. 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.
- KHNES will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are 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.

- KHNES 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.

16. Safer Recruitment

- [KHNES] is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
- [KHNES] will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS):
- The management committee and leadership team are responsible for ensuring that KHNES follows safe recruitment processes outlined within guidance.
- KHNES maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The management committee will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training. All KHNES middle leaders have completed Educare Safer Recruitment Training.
- [KHNES] are 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.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

17. Allegations Against Members of Staff and Volunteers

- [KHNES] recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third party staff (including supply teachers) and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child;
 - Means they have committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

KHNES has a statement of policy for managing allegations against staff – this is available through the KHNES website

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the KHNES safeguarding regime. The leadership team at [KHNES] will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the Executive Headteacher who will 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 Executive Headteacher, staff are advised that allegations should be reported to the [chair of the management committee](#) who will contact the LADO.
- 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 leadership team.
- All members of staff are made aware of the KHNES Whistleblowing procedure (<http://www.khnes.kent.sch.uk/index.php/home-page/about-us/policies/policies-other/>). It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can 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.
- [KHNES] 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 KHNES, 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.

18. Safeguarding Children with Special Educational Needs and Disabilities

- [KHNES] acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDco (Anthony walmsley to plan support as required).
- [KHNES] 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 exploitation.
- 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. To address these additional challenges, KHNES will always consider extra pastoral support for children with SEN and disabilities.

19. Peer on Peer Abuse

- All members of staff at KHNES recognise that children are capable of abusing their peers. KHNES believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- KHNES recognises that peer on peer abuse can take many forms, including but not limited to:
 - bullying (including cyberbullying)
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - '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
 - sexting (also known as youth produced sexual imagery)
 - initiation/hazing type violence and rituals.
- KHNES recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
 - We will follow the advice as set out in the non-statutory UKCIS guidance: [Sexting in schools and colleges: responding to incidents and safeguarding young people](#) and the local KSCMP guidance: "Responding to youth produced sexual imagery".
- When responding to concerns relating to child on child sexual violence or harassment, KHNES will follow guidance outlined in part five of KCSIE 2020 and [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#).
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated KHNES policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by:
 - **providing pastoral support, working with parents/carers, and in cases of sexual assault, informing the police and/or Front Door.**

20. Gangs, County Lines, Serious violence, Crime and Exploitation

- KHNES recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Children who go missing for periods of time or regularly come home late

- Children who regularly miss school or education or do not take part in education
- Change in friendships/relationships with others/groups
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

21. Mental Health

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.
- 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.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

22. Online Safety

- It is recognised by [KHNES] that the use of technology presents challenges and risks to children and adults both inside and outside of KHNES. [KHNES] will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
- [KHNES] identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
 - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- The DSL has overall responsibility for online safeguarding within the KHNES but will liaise as necessary with other members of staff.
- [KHNES] uses a wide range of technology. This includes online learning computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - All KHNES owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- [KHNES] recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.
 - Further information reading the specific approaches relating to this can be found in our [e-safety policies available on the KHNES website](#)

- [KHNES] will do all we reasonably can to limit children’s exposure to online risks through our IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - **This involves daily reports from EIS filtering systems and immediate investigations by a triage DSL support officer and the DSL.**
 - If learners or staff discover unsuitable sites or material, they are required to report it immediately to the DSL **who will report the URL of the site to technical staff/services.**
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the **DSL, Triage officer and technical staff**, as appropriate.
 - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the **Internet Watch Foundation** and the police.
 - When implementing appropriate filtering and monitoring, [KHNES] will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- [KHNES] acknowledges that whilst filtering and monitoring is an important part of KHNES online safety responsibilities, it is only one part of our approach to online safety.
 - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
 - Learners internet use will be supervised by staff according to their age and ability.
 - Learners will be directed to use age appropriate online resources and tools by staff.
 - KHNES will work with parents/carers in developing new ways of working to help pupils as use of online learning methods develops

- [KHNES] will ensure a comprehensive whole KHNES curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

- [KHNES] will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
 - **providing information on our KHNES website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers or highlighting online safety at existing parent events.**
 - **Providing learner agreements and risk assessments**

- [KHNES] will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.

- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Where children are asked to learn online at home in response to a full or partial closure:

- **<KHNES Name>** will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

- All communication with learners and parents/carers will take place using **KHNES** provided or approved communication channels; for example, **KHNES** provided email accounts and phone numbers **and/or** agreed systems **e.g. Zoom, Google Classroom, Microsoft 365 or equivalent.**
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our **KHNES behaviour policy/code of conduct** and **Acceptable Use Policies., and User agreements/Risk Assessments**
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. **<KHNES** will continue to be clear who from the **KHNES** (their child is going to be interacting with online).
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

23. Curriculum and Staying Safe

- **[KHNES]** will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that **KHNES** 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 learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- **[KHNES]** is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our **KHNES** 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.

24. The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the **KHNES** premises, the Executive headteacher/principal and **management committee** 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, an application to use premises will be refused.

25. 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. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into KHNES as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- KHNES will not accept the behaviour of any individual (parent or other) that threatens KHNES 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 KHNES site.

26. Local Support

- All members of staff in [KHNES] are made aware of local support available.
 - **Contact details for Area Safeguarding Advisor (Education Safeguarding Service)**
 - [Insert local details here: www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)
 - **Contact details for Online Safety in the Education Safeguarding Service**
 - 03000 415797
 - esafetyofficer@theeducationpeople.org (non-urgent issues only)
 - **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Integrated Children's Services**
 - Front door: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126
 - **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk



Child protection and safeguarding: COVID-19 addendum

Kent Health Needs Education Service

Approved by: [KHNES Management
Commitete] **Date:** [July 2020]

Last reviewed on: [July 2020]

Next review due by: [July 2021]

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mark Goode	01732 875694
Deputy DSL	Carla Walmsley	As above
Other contactable DSL(s) and/or deputy DSL(s): DSL at [school name]	James Fewtrell Patrick Hannaway Mohammed Malik	01227 781548 01732350650 01732 875694
Designated member of senior leadership team if DSL (and deputy) can't be on site	As above	
Headteacher	Mark Goode	
Local authority designated officer (LADO)	County LADO Service: (as a county wide service)	03000 41 08 88
Chair of governors	Sue Dunn	01732 875694

1. Scope and definitions

This addendum applies during the period of phased return following school closure due to COVID-19. It reflects updated advice from our 3 local safeguarding partners and local authority (LA) Kent .

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's definition of 'vulnerable children' includes those who:

- Are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services
 - Adopted
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Considered vulnerable at the provider and LA's discretion

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by: telephone at home, by mobile or by email. These contact details are shared with all staff. Page 1 details the contact staff

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be a Hub manager on site at all times. You can contact them by: telephone or through the website. Leybourne – 01732 221584, Canterbury 01227 781548, Tonbridge – 01732 350650

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- › Identify the most vulnerable children in school
- › Update and manage access to child protection files, where necessary
- › Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- › Our 3 local safeguarding partners
- › The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

6. Monitoring attendance

We will resume taking our attendance register. We will also continue to submit the Department for Education's daily online attendance form, until no longer asked to do so.

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- › Follow up on their absence with their parents or carers, by telephone
- › Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This will happen through regular mentoring contact being made every week.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

Each child has an individual plan, which sets out

How often the school will make contact – this will be at least once a week, where possible twice

- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them after each call.

If we can't make contact, we will contact children's social care or the police, or arrange a home visit (depending upon the circumstances].

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above

10.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

The DSL (and deputies) will be given sufficient time to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, our contingency plan is that we will contact the Finance and Business manager for support to be provided..

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policies.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- › Are aware of the potential risks to children online and the importance of staying safe online
- › Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- › Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- › Know where else they can go for support to keep their children safe online

12. Mental health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the [DBS](#). New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow [Home Office and Immigration Enforcement guidance](#).

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

14. Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

14.1 New and 'on loan' staff induction

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

14.2 DSL training

The DSL (and deputy) may not be able to take part in training during this period. If this is the case, the DSL (and deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL (and deputy) will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

15. Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

16. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

17. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum by September 2020. by Executive Headteacher. At every review, it will be approved by the full governing board.

18. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct]
- IT acceptable use policy
- Health and safety policy
- Online safety policy

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.

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 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 childminder 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
- 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: National Support Organisations

The following links may help DSLs provide further advice and support to their learners, staff and parents/carers. Additional links can be found in KCSIE 2020 in Annex A and C.

Support for staff

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

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- 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
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Honour Based Abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are

- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

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

Exemplar KHNES Child Protection Policy Addendum in Response to Covid-19

April 2020 – Version 1

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



THE EDUCATION
PEOPLE

KHNES Name

Child Protection Policy Addendum in response to Covid-19

Policy Author:

Date written/Updated: 3rd April 2020

Date shared with staff: 16th April 2020

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

1. Context

- On 16th March 2020 parents were asked to keep their children at home, wherever possible, as part of the response to coronavirus (COVID-19). Schools and childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.
- The way Kent Health Needs Education Service is currently operating in response to coronavirus is fundamentally different, however, our safeguarding principles in accordance with 'Keeping Children Safe in Education' (KCSIE) 2019, remain the same:
 - the best interests of children will always come first
 - if anyone has a safeguarding concern about any child they should continue to act and act immediately
 - a DSL or deputy DSL is available
 - unsuitable people are not allowed to enter the children's workforce and/or gain access to children
 - children should continue to be protected when they are online
- This addendum of Kent Health Needs Education Service Child Protection policy contains details of any amendments to our existing safeguarding arrangements.

2. Key School Contacts

	Name	Email	Phone Number
Designated Safeguarding Lead (DSL)	Mark Goode	m.goode@khnes.kent.sch.uk	01732 875694
Deputy Designated Safeguarding Leads	Carla Walmsley James Fewtrell Mohammed Malik Patrick Hannaway	c.walmsley@khnes.kent.sch.uk j.fewtrell@khnes.kent.sch.uk m.malik@khnes.kent.sch.uk p.hannaway@khnes.kent.sch.uk	01732 875694 01227781548 01732 875694 01732 875694
Headteacher <i>or equivalent</i>	Mark Goode	See above	As above
Chair of Management Committee	Sue Dunn	s.dunn@khnes.kent.sch.uk	c/o 01732 875694
Safeguarding Management	Paul Bargery	PBargery@tonbridgefederati on.co.uk	01732 353544 Ext.226

Committee Member (<i>If different</i>)			
Other key staff <i>e.g. FLO, Trust Safeguarding Lead Hub Managers/Overseers</i>	Pippa Stedman-Collins Toni Stead Ann Woodyard Mike Pegg Roopa Sharma Claire Labrom		

3. Designated Safeguarding Leads (DSLs)

- **KHNES** Lead Designated Safeguarding Lead is: Mark Goode
- **KHNES** Deputy Designated Safeguarding Lead(s) is/are: (*Carla Walmsley, James Fewtrell, Mohammed Malik, Patrick Hannaway*)
- Ideally a DSL (or deputy) will be present on-site however if this is not possible, a named DSL will be available to be contacted via phone or online video - for example working from home.
 - Should this not be possible then Kent Health Needs Education Service will share a DSL or deputy from another school, who will be available to be contacted via phone or video call. (*Paul Bargerly SG*)
- Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader (Hub Managers – see above)) will assume responsibility for co-ordinating safeguarding on site.
 - This will include updating safeguarding files and liaising with the offsite DSL (or deputy) and as required liaising with social workers where they require access to children in need and/or to carry out statutory assessments at the KHNES .
- All staff and volunteers on-site will have access to a trained DSL (or deputy) and know on any given day who that person is, and how they can speak to them.
 - Up to date details of the DSL/Deputy DSLs will be visible to staff and children.
- The DSL/Deputy DSL's will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

4. Vulnerable children

- Ensuring that vulnerable children remain protected is a top priority for KHNES.
 - Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Please see DfE guidance for further information on [vulnerable children](#).
- There is an expectation that children with a social worker will attend a provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. Where parents are concerned about the risk of the child contracting COVID19, professionals will talk through these worries with the parent/carer following the advice set out by Public Health England.
- Children with an EHC plan will be risk-assessed in consultation with the Local Authority and parents and a decision will be made about whether they should continue to attend school.
- Kent Health Needs Education Service has the flexibility to offer a place to other learners who may also be considered vulnerable by the *service*. Please contact Mark Goode, Executive Headteacher to discuss this further.
- If vulnerable children are not attending school, we will regularly keep in contact by telephone with them.

- **Kent Health Needs Education Service** will continue to work with those professionals involved with children and share relevant information with them such as social workers, early help workers and virtual school heads (VSH). This is especially important during the COVID-19 period.
 - This will include information about attendance and any welfare concerns.
 - If there is a safeguarding concern, this will be shared with the relevant professional as soon as possible.
- Kent Health Needs Education Service will encourage our vulnerable children and young people to attend a school, including remotely if needed.

5. Attendance monitoring

- Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.
- Kent Health Needs Education Service and social workers will agree with families/carers whether children in need should attend and Kent Health Needs Education Service will follow up with family/carers where a child/children are supposed to be attending but do not.
- In all circumstances where a vulnerable child/children does not take up their place, or discontinues, Kent Health Needs Education Service will notify their social worker and follow up with the family/carer.
- Kent Health Needs Education Service will also follow up with families/carers that have arranged a place for their child/children, namely keyworkers or children that are considered vulnerable but not open to any agencies and do not attend.
 - Staff will continue to work with and support children' social workers to help protect vulnerable children.
- Kent Health Needs Education Service will complete both the KCC and government [daily online attendance](#) form to keep a record of children of critical workers and vulnerable children who are attending KHNES
- Kent Health Needs Education Service . will maintain at least weekly contact with every pupil under our care/oversight during the Covid 19 crisis, and act upon any concerns as soon as possible.

6. Reporting concerns

- All staff will continue to look out for any signs that indicate a child may be at risk, both on and off site, including online.
 - If a member of staff/volunteer has any safeguarding concerns about a child, this will be reported to the DSL as soon as possible.
 - If the concern is urgent, the member of staff/volunteer will speak to a DSL in person or via phone/video call if they are not on site, immediately.
 - In the event a member of staff or volunteer cannot make contact with a DSL, this will not delay them taking immediate action to safeguard a child.
 - Concerns will be recorded using existing KHNES safeguarding processes as outlined in our Child Protection Policy.
- Learners are encouraged to report concerns via existing KHNES systems, or to a trusted adult at home.
- Parents/carers are encouraged to report concerns via existing **KHNES** systems.
- Where staff are concerned about an adult working with learners, they should report the concern to the executive headteacher.
 - If there are concerns about any member of staff or volunteer, the LADO service will be consulted with.
 - Concerns around the headteacher should be directed to the Chair of Management Committee.

7. Safeguarding training and induction

- DSL training is unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.
 - Formal DSL refresher training will be undertaken as soon as possible. DSLs will continue to keep their knowledge up to date through other means.
- All existing staff have read KCSIE 2019 Part 1 and accessed safeguarding training.
 - Staff will be made aware if any processes have changed with the sharing of this addendum and the DSL will communicate any changes to local processes directly.
- All new staff and volunteers will have an induction provided via the DSL and will be provided with a copy of the **KHNES** Child Protection Policy and Covid-19 Addendum.
- Staff may move between **KHNES** on a temporary basis and consideration given will be given by the DSL as to what induction they need on a case by case basis, dependent on existing skills and knowledge.

8. Safer recruitment

- It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.
- During Covid-19 if Kent Health Needs Education Service recruit new staff we will continue to follow the relevant safer recruitment practices.
- If volunteers are recruited Kent Health Needs Education Service will continue to follow the guidance in accordance with KCSIE 2019 and. Volunteers who have not had the relevant checks will not be left unsupervised with a child.
- If staff from other settings volunteer or begin working at Kent Health Needs Education Service we will ensure they have a relevant DBS check following DfE guidance at this time. Kent Health Needs Education Service will risk assess staff from other settings, as we would for a volunteer.
- If staff are deployed from another education or children's workforce setting to our **KHNES**, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:
 - the individual has been subject to an enhanced DBS and children's barred list check
 - there are no known concerns about the individual's suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual
- In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- Kent Health Needs Education Service will continue to refer to the DBS anyone who has harmed or poses a risk of harm to a child in accordance with KCSIE 2019.
- Kent Health Needs Education Service will continue to consider and make referrals to the Teaching Regulation Agency (TRA) where appropriate. During the period Covid-19 all referrals will be made by emailing Misconduct.teacher@education.gov.uk.
- Kent Health Needs Education Service will continue to update the single central record and will log details of any risk assessment carried out on volunteers and staff on loan from elsewhere. **Second part is optional.**

9. Supporting children in school

- Kent Health Needs Education Service is committed to ensuring the safety and wellbeing of all its learners
- Kent Health Needs Education Service will be a safe space for all children to attend and flourish. A senior member of staff will ensure that there are appropriate staff on site and that staff to learner ratios have been considered to maximise the safety of children.

- Kent Health Needs Education Service will follow the current government guidance in relation to social distancing and all matters relating to public health from the respective websites and outlets
- Kent Health Needs Education Service will ensure that all children who are either categorised as vulnerable or children of critical workers and are in attendance are appropriately supported.
- Kent Health Needs Education Service will continue to record any support provided to children in relation to safeguarding issues on their respective safeguarding recording system.

Peer on Peer Abuse

- Kent Health Needs Education Service continues to recognise and respond to cases of Peer on Peer abuse by considering each incident on a case by case basis and basing any intervention on usual processes outlined within KCSIE 19.
- Kent Health Needs Education Service recognises that the current circumstances and the changeable nature of current Government guidance may mean that the **KHNES** may need to adapt elements of the process in some cases to ensure that they are able to respond in line with Government advice when required.
- The DSL will continue to consult as appropriate with multi-agency professionals to ensure that children's safety and wellbeing is not compromised when incidents of peer on peer abuse are brought to their attention.

Online safety

- Kent Health Needs Education Service expectations with regards online behaviour and education when using **KHNES** provided devices or internet access on site will continue to be implemented in line with existing policies. Any concerns regarding onsite online behaviour or use will be responded to in line with existing policies.
- Kent Health Needs Education Service will continue to provide a safe online learning environment where learners use **KHNES** provided devices on site; appropriate filtering and monitoring will continue to be implemented.
 - Learners internet use will be supervised by staff according to their age and ability and learners will be directed to use appropriate online resources and tools.
- Use of staff and learner personal devices, including mobile phones, will be managed in line with our existing mobile technology policy.

10. Supporting children not in school

- Kent Health Needs Education Service will continue to ensure the safety and wellbeing of all children and young people that remain on the **KHNES** roll
- All DSLs will continue to identify those vulnerable children that would benefit from Early Help as identified in KCSIE 2019, provide pastoral support and consider whether they would benefit from external support also.
- There will be clear plans around how best to communicate with learners who are identified as vulnerable, as well as those about whom DSLs have concerns about who do not receive a statutory service.
 - This could include telephone contact and/or doorstep visits but is at the discretion of the DSL.
- Kent Health Needs Education Service and the DSL will work closely with all relevant agencies and professionals regarding safeguarding a child who is not on site.

- Any plans will be reviewed regularly and if concerns become significant, the DSL will consider any requests for support if considered appropriate.
- Kent Health Needs Education Service recognises that this is a difficult time for children and young people who consider **KHNES** as a safe place and the current situation may impact on learners', staff and parent/carers mental health.
- The **KHNES** will utilise its website and social media presence to ensure that safeguarding messages are shared with children and their families. This will include links to appropriate services and resources that are aimed at supporting them throughout this period.

Online safety away from **KHNES**

- All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy addendum.
 - Where necessary, referrals will be made to LADO, children's social care and as required, the police.
- Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:
 - Childline: www.childline.org.uk
 - UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>
 - National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre
- Parents/carers are encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.
- All communication with learners and parents/carers will take place using **KHNES** provided or approved communication channels; for example, **KHNES** provided email accounts, Zoom, Skyoe for Business, Google Classroom
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Kent Health Needs Education Service will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our **policies and code of conduct**.
- When delivering remote learning, staff will:
 - Only use online tools that have been evaluated and agreed by leadership.
 - Ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.
 - Where possible, pre-record content.
- If remote learning is taking place 'live' using webcams or chat facilities, staff and learners will ensure a professional environment is maintained. This means:
 - Staff will record the length, time, date and attendance of any online lessons/contact held or made.
 - Live sessions will involve at least two members of staff where possible.
 - Sessions will not be delivered in any 1:1 situation, unless pre-approval has been given by the DSL and/or Headteacher and the session is auditable.
 - Staff will record any online lessons so they can be audited or accessed later if required; learners and staff should be made aware that lessons are being recorded.
 - Staff will agree online behaviour expectations with learners at the start of lessons.
 - Staff will revisit our acceptable use of technology policy with learners as necessary.
 - All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.

- Staff and learners should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.
- Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.
- If Live streaming, staff will mute and/or disable learners' videos and microphones, as required.

11. Additional support and links

- As well as through existing **KHNES** mechanisms, learners, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:
 - Childline: www.childline.org.uk
 - Kent Resilience Hub: <https://kentresiliencehub.org.uk>
 - NSPCC: <https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/>

DfE Guidance

- Closure of educational settings: information for parents and carers: www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers
- Vulnerable Children Guidance: www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
- COVID-19: guidance for educational settings: www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers: www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers
- Coronavirus (COVID-19): attendance recording for educational settings: www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings

Specific Links relating to Coronavirus for Learners and Parents/Carers

- Kent County Council: www.kent.gov.uk/social-care-and-health/health/coronavirus
- Childline: www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/
- Mind: www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/
- Young Minds: <https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>
- Kent Children's University: Home Resources Learning Packs: www.theeducationpeople.org/blog/kent-childrens-university-home-learning-resources-pack-is-live/
- Children's Commissioner:
 - Children's guide to coronavirus: www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/
 - Resources for parents during coronavirus: www.childrenscommissioner.gov.uk/coronavirus/resources/
- Sport England: www.sportengland.org/stayinworkout
- Place2be:
 - www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/
 - www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/

Online Safety

- NCA-CEOP: www.thinkuknow.co.uk/
- Internet Matters: www.internetmatters.org/
- Childnet: www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19
- UK Safer Internet Centre: www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc
- NSPCC: www.nspcc.org.uk/keeping-children-safe/online-safety/
- Parent Info: <https://parentinfo.org/>
- BBC Own it: www.bbc.com/ownit

Domestic Abuse

- Domestic Abuse Services: www.domesticabuseservices.org
- Victim Support: 0808 16 89 111 www.victimsupport.org.uk/help-and-support/get-help/supportline
- Look Ahead Care & Support – Service provider West Kent (Sevenoaks, Tunbridge Wells, Tonbridge and Malling): www.lookahead.org.uk/
- Oasis Domestic Abuse service – Service provider, East Kent. (Thanet and Dover): www.oasisdaservice.org/home
- Clarion Housing Association – Service provider for North and South Kent
 - North Kent: (Dartford & Gravesham, Swale and Maidstone) Clarion DA confidential Helpline: 07376 637069 (Mon-Fri 9am – 5pm)
 - South Kent: (Ashford, Folkestone & Hythe and Canterbury) Rising Sun Domestic Abuse service helpline: 01227 452852 (Mon-Fri 9am – 5pm)
- National Women's Aid Domestic Abuse 24hr helpline:0800 2000247