



THE ARCHBISHOP'S SCHOOL
CANTERBURY

Child Protection and Safeguarding Policy

February 2021

Revised: February 2021

Date of next review: February 2022 or as required

Authorised by: Mr D. Elliott

Governing Body Ratified

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures. The core content has been updated to reflect key requirements and principles outlined in KCSIE 2020 (2021 Post EU Exit updated 18th January 2021).

Enter to Learn: Go Forth to Serve

Our Vision

'Together with God, we enable all to flourish and fulfil their potential. Within our inclusive and aspirational learning community, we nurture creativity and inspire minds to be ready for the next step.

Following the example of Jesus, we forgive, act wisely and treat all with dignity and respect, preparing our hearts and minds to be generous and compassionate pilgrims in the world.'

At the Archbishop's School, the safeguarding and protection of every member of our school community is our top priority. Just as the Good Shepherd guided his sheep to safe pastures to rest and feed and then stood in the doorway of the sheep pen to protect them from harm, we as a school community ensure that our policy and practice is designed to protect every 'sheep' from harm. Guided by our Christian vision and values we enable everyone to flourish and fulfil their potential by creating a safe and nurturing learning environment.

How is this policy a reflection of our vision?

The School's Child Protection and Safeguarding Policy is one of our key documents, underpinning everything we do. To achieve our vision of enabling all to flourish and fulfil their potential, we strive to create a safe and nurturing environment for all within our community. We act with integrity and courage, never shying away from difficult decisions or courses of action. We act with wisdom and compassion, working collectively to ensure all those within the care of our school community feel safe, supported and respected.

Key Information

Key Contacts

Name	Role	School contact information
Mr. M Simpson	Designated Safeguarding Leading (DSL)	Email: msimpson@archbishops.kent.sch.uk Tel: 01227 765805
Mrs. K Brady	Deputy DSL	Email: kbrady@archbishops.kent.sch.uk Tel: 01227 765805
Mr. A Swinn	Deputy DSL	Email: aswinn@archbishops.kent.sch.uk Tel: 01227 765805
Mrs. G Read	Deputy DSL	Email: gread@archbishops.kent.sch.uk Tel: 01227 765805
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Ms. K Pearce	Deputy DSL	Email: kpreace@archbishops.kent.sch.uk Tel: 01227 765805
Mr. D Elliott	Headteacher	Email: delliotte@archbishops.kent.sch.uk Tel: 01227 765805
Rev. K Maddy	Safeguarding Governor	

Local Safeguarding Contacts

Concerned about a child?

Call 03000 41 11 11 (text relay 18001 03000 41 11 11) or email social.services@kent.gov.uk

Out of hours and in an emergency

If you need to contact us outside of normal office hours, for example during the night, call 03000 41 91 91.

If you think someone is **in immediate danger**, the best thing to do is **call 999 for the emergency services**.

“Don't assume that someone else will take responsibility. You could help to save someone's life. If you are worried, report it”.

What to do if you have a welfare concern in The Archbishop's 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 completing Child Protection Concern Form/CPOMS
 - Reassure the child
 - Clarify concerns if necessary (**T**ED: **T**ell, **E**xplain, **D**escribe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL Mr. M. Simpson

Inform the Designated Safeguarding Lead: Mr. M Simpson Tel: 01227 765805

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 03000 415 788 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:
<https://www.archbishops-school.co.uk/509/statutory-policies>

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**

Raising Concern

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to students, then:

- this should be referred to the Head Teacher.
- where there are concerns/allegations about the Head Teacher, this should be referred to the Chair of Governors.

All staff and volunteers at The Archbishop's School should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the Senior Leadership Team (SLT).

Appropriate whistleblowing procedures are in place at the school for such concerns to be raised with the School's SLT. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

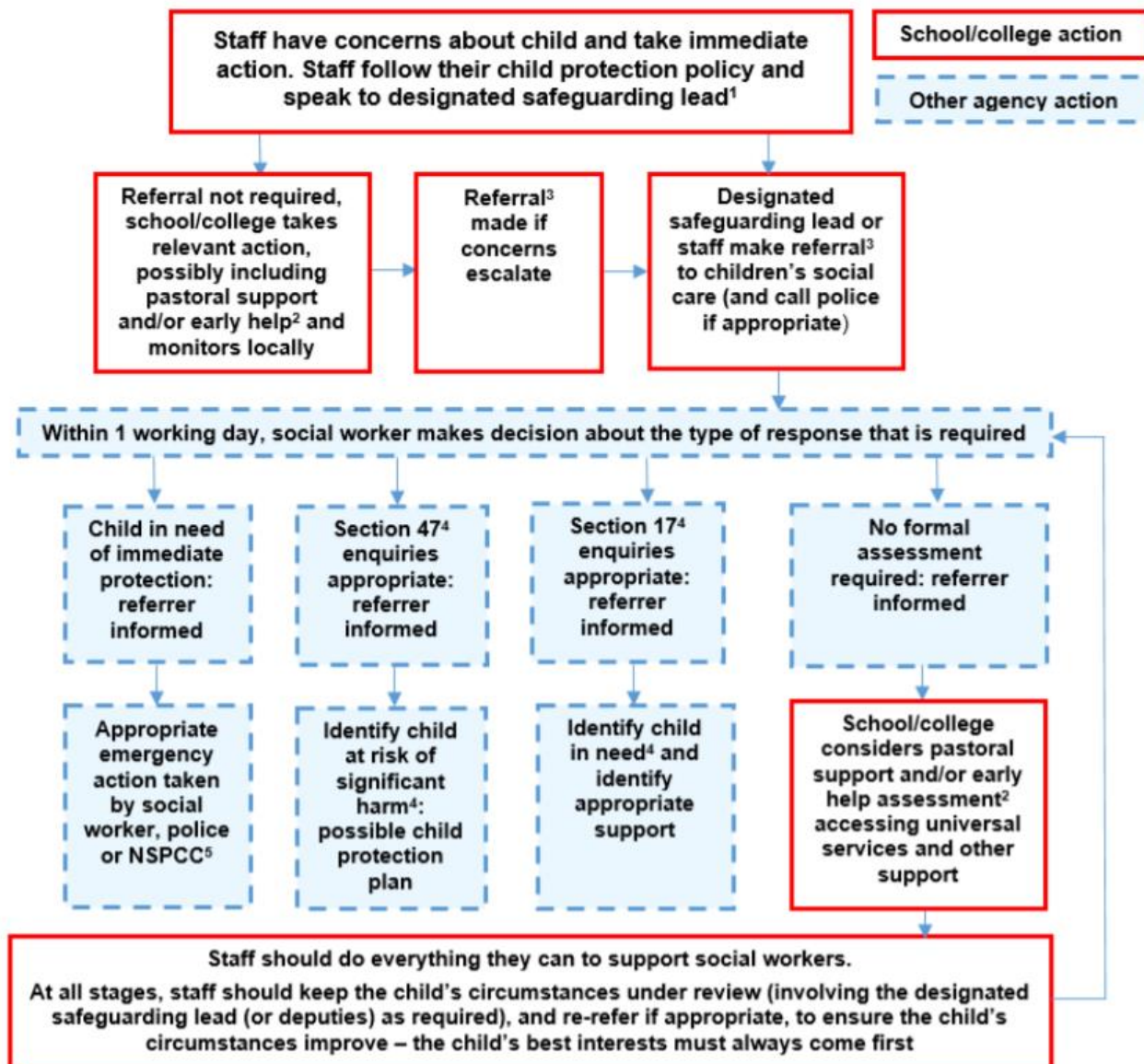
- general guidance on whistleblowing can be found via: Advice on Whistleblowing; and
- the NSPCC's "what you can do to report abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

All members of staff, volunteers and governors must know how to identify and respond to safeguarding or child protection concerns whether they are the result of a direct disclosure or not. The Archbishop's School uses CPOMS or a confidential referral form to report concerns.

Where a child discloses abuse, they must be familiar with procedures to be followed as below: If a student chooses to tell someone in school about alleged abuse, that person will support the student as follows:

- Establish the key facts in language that the student understands, using the student's words;
- Clarify that no promises will be made to the child e.g. to keep secrets and inform the child that this information will now have to be passed on;
- Stay calm and be available to listen with the utmost care to what the student is saying;
- Question normally, without pressuring, using only open questions. Leading questions should be avoided. Particularly if it is believed a crime may have been committed any questioning should be limited to establishing whether immediate protection is required and the next course of action to be taken.
- Avoid putting words into the student's mouth but note the main points carefully;
- Re-assure the student that they were right to inform you;
- Write a full record – signed, dated, timed - of what the child did, said etc.
- Immediately inform the Designated Safeguarding Lead unless the disclosure has been made to them, following agreed procedures and referrals as appropriate.

Actions where there are concerns about a child



1 Introduction and Ethos

The Archbishop's School recognises a 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 students) are an important part of the wider safeguarding system for children with an essential role to play in making the school community safe and secure.

We want The Archbishop's School to be a shining example of Jesus' love and kindness. Built on our distinctive Christian vision and values, we are an inclusive learning community where everyone is welcome and valued, and all are inspired to be the best they can be. We want all students to thrive and flourish in every way, developing a love of learning, discovering their unique strengths and talents, and growing in character and confidence to be generous and compassionate pilgrims in the world.

Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. The School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

The School believes that the best interests of students always come first. All students have a right to be heard and to have their wishes and feelings taken into account and all students regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

The School recognises the importance of providing an ethos and environment that will help students to be safe and feel safe. In our School, students 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 students, 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 students, 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.

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 and Context

2.1 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 students 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 Archbishop's School is currently operating under Covid-19 conditions. 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 students will return to school 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 students.

2.2 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.

The School 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”

2.3 Related Safeguarding Policies

This Policy is one of a series in the School’s integrated safeguarding portfolio and should be read and actioned in conjunction with the policies listed below:

- Accessibility Plan
- Online Safety
- Children with Health Needs Who Cannot Attend School
- Special Educational Needs and Disability
- Supporting Students with Medical Conditions
- Relationships, Sex and Health Education
- Behaviour for Learning
- Anti-Bullying
- Data Protection
- Complaints Policy and Procedure
- Health and Safety Policy
- Staff Code of Conduct
- Staff Disciplinary
- Single Central Record
- Whistleblowing Policy

Safeguarding protocols and procedures are detailed at Appendix 3 of this Policy.

2.4 Policy Compliance, Monitoring and Review

The Archbishop’s School 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. A copy can be found in the Staff Room, on the staff intranet, on the School's website and in the School Office.

Parents/carers can obtain a copy of this Policy and other related policies on request to the School Office (admin@archbishops.kent.sch.uk / 01227 765805). Additionally, our policies can be viewed via the school website <https://www.archbishops-school.co.uk/>. Requests for accessible versions should be made to the School Office.

The policy will be reviewed annually by the Governing Body.

The Designated Safeguarding Lead and Head Teacher will ensure regular reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

3 Key Responsibilities

3.1 Governing Body

Members of the Governing Body have read and will follow KCSIE 2020.

The School has a Nominated Governor for safeguarding. The Nominated Governor will support the DSL and will be responsible for ensuring:

- the School has an effective policy which interlinks with other related policies
- locally agreed procedures are in place and being followed; and
- policies are reviewed at least annually and when required.

The Governing Body will ensure that the Designated Safeguarding Lead is supported in his/her role.

3.2 Head Teacher

The Head Teacher will:

- Appoint and support the DSL
- Act as first point of contact for reports of allegations against members of staff
- Ensure the Governing Body is informed of safeguarding issues
- Ensure safeguarding and child protection principles are embedded in the School's governing policies and operational procedures

3.3 Designated Safeguarding Lead (DSL)

The School has appointed a member of the Senior Leadership Team, Mr. Marvin Simpson, as the Designated Safeguarding Lead (DSL). Additionally, the School has appointed Deputy DSLs who will have delegated responsibilities and act in the DSL's absence.

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school. 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 him/her with the knowledge and skills required to carry out the role. Deputy DSLs are trained to the same standard as the DSL. DSL and Deputy DSL training will be updated formally every two years. Postholders' knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

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

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concern
- 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 the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- 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 school 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)

3.4 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 own role within it.
- Understand the School's 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.

3.5 Children and Young People

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

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

3.6 Parents and Carers

Parents and carers have a responsibility to:

- Understand and adhere to the relevant School policies and procedures.
- Talk to their children about safeguarding issues and support the School in its safeguarding approach.
- Identify behaviours which could indicate that their child is at risk of harm, including online, and seek help and support as appropriate from the School or other agencies.

4 Child Protection Procedure

The Archbishop's School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

The School 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.

The Archbishop's School is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.

The School recognises 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 the Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. He/she 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.

5 Record Keeping

5.1 Registering Safeguarding Concerns

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the School's safeguarding incident/concern system and passed 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/concern forms are kept in the Staff Room, the School Office and on the staff intranet. Incidents/welfare concerns can also be recorded on CPOMS (a software system for monitoring safeguarding, wellbeing and all pastoral issues).

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 the DSL before completing the form as reporting urgent concerns takes priority.

5.2 Managing Safeguarding Records

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

5.3 Transfer of Records to a Child's New School

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, 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.

6 Multi-Agency Working

The Archbishop's School recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The Senior Leadership Team and the DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

The School 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.

7 Confidentiality and Information Sharing

The Archbishop's School recognises its 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 Head Teacher or DSL will disclose information about a student only 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.

The School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that the school is compliant with all matters relating to confidentiality and information sharing requirements. The School's DPO is Mr. Andrey Zhulkov.

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 (this document is kept in the School Office where staff may request a copy).

8 Complaints

The School has a Complaints Policy and Procedure available to parents, students and members of staff and visitors who wish to report concerns. This can be found in the School Office, the Staff Room and on the School website. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Where a child is identified as being at risk, the DSL may take action outside the Complaints Procedure to ensure the child's safety.

9 Staff Support

9.1 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.

- School leaders, including the DSL will read the entire document.
- School leaders and all members of staff who work directly with children will access annex A within Keeping Children Safe in Education 2020.
- All members of staff have signed to confirm that they have read and understood KCSIE. This information is kept in the Safeguarding Training Folder.

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. The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive training as part of their induction.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates via email, e-bulletins and staff meetings 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 School's expectations regarding safe and professional practice.

Staff will be encouraged to contribute to and shape safeguarding arrangements and child protection policies: via input from knowledgeable and experienced staff, inviting input at staff meetings.

The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.

Although the School has a Nominated Governor for safeguarding, all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

9.2 Safer Working Practice

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the Staff Code of Conduct.

Staff will be made aware of the school behaviour management and 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 school policies including the Staff Code of Conduct and will sign an Acceptable Use Form (see Appendix 3)

9.3 Staff Supervision and Support

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

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

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

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are 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.

9.4 Safer Recruitment

The School *is* committed to safe recruitment practice and will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).

The Governing Body and Senior Leadership Team are responsible for ensuring that the School follows safe recruitment processes outlined within relevant guidance.

The School maintains an accurate Single Central Record (SCR) in line with statutory guidance. The Single Central Record (SCR) will be updated as per changes to KCSIE 2020 (updated 18th January 2021).

The Governing Body will ensure that at least one person conducting an interview has completed safer recruitment training.

The School is 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 Code of Conduct and understand that their behaviour and practice must be in line with it.

9.4.1 Safer Recruitment following the UK's Exit from the European Union January 2021

The Archbishop's School will follow relevant guidance in Keeping Children Safe in Education 2020 (updated 18th January 2021) in Section 3 'Safer Recruitment' and from The Disclosure and Barring Service (DBS). The DfE updated the KCSIE 2020 on 18th January 2021 to reflect some of the legal changes following BREXIT including some of the guidance on Checking on the Past Conduct of individuals who lived and worked overseas. The two main changes are paragraphs 149 and 172 in Part 3 of Safer Recruitment will reflect in the recruitment process and the maintenance of the Single Central Record (SCR). The changes includes the removal of the references to checking Teachers Services for EEA checks effective 1st January 2021 to the Teacher Reference Agency (TRA).

The School will ensure that individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges (set out in paragraphs 154 and 160 of the KCSIE 2020). This includes obtaining (via the applicant) an enhanced DBS certificate (including

barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.

The School will make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. This will be considered together with information obtained through other pre-appointment checks to help assess suitability. These checks could include, where available:

- Criminal Records Certificate/ Certificate of Good Conduct -criminal records checks for overseas applicants. The Home Office guidance will be used for all non-teaching staff and for teaching positions.
- Obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked.
- Letter of professional standing- a letter from a licensing body or an education ministry in the applicant's country that says the applicant has been a member and that they are not subject to any disciplinary enquiries and that there are no disciplinary findings against and that they have not been suspended or their license been revoked or cancelled.
- References from their most recent overseas employer and any further employers and educational providers as we see fit.
- Evidence of an application to the UK Teaching Regulations Agency (TRA) for the award of Qualified Teacher Status (QTS).

Where some requested information from applicants is not available, the School will seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, The School will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment, but will only do so in line with the DfE Guidance: Recruit teachers from overseas.

9.5 Allegations Against Members of Staff and Volunteers

The School 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.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime.

Allegations should be referred immediately to the Head Teacher 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 Head Teacher, staff are advised that allegations should be reported to the Chair of Governors, who will contact the LADO.

All members of staff are made aware of the School's Whistleblowing Policy. 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.)

The Archbishop's School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff, 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.

10 Safeguarding Children with Special Educational Needs and Disabilities

The Archbishop's School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDCo: Mrs G Read to plan support as required.

The School will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and 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. Staff should be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, the School will always consider extra pastoral support for children with SEN and disabilities.

11 Peer on Peer Abuse

All members of staff recognise that children are capable of abusing their peers. The School 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. Staff are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.

The School 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.

The School 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. 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, the School will follow guidance outlined in part five of KCSIE 2020 and ‘Sexual Violence and Sexual Harassment between Children in Schools and Colleges’.

All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school 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: Student Support Managers; the Health and Wellbeing Lead; and the Designated Safeguarding Team. Staff will be providing pastoral support, working with parents/carers, and, in cases of sexual assault, informing the Police and/or Front Door.

12 Gangs, County Lines, Serious violence, Crime and Exploitation

The Archbishop’s School 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

13 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.

14 Online Safety

It is recognised by The Archbishop's School that the use of technology presents challenges and risks to children and adults both inside and outside of school. The Archbishop's School 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.

The School 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 school but will liaise as necessary with other members of staff.

The School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, online learning platforms including MS Teams, intranet and email systems. All School owned devices and systems will be used in accordance with our Online Safety Policy and Acceptable Use Form and with appropriate safety and security measures in place.

The School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020, the School has appropriate policies in place that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in Behaviour for Learning Policy.

The School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place. If students or staff discover unsuitable sites or material, they are required to: turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, 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 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, The School 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.

The School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

- Students will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Students' internet use will be supervised by staff according to their age and ability.
- Students will be directed to use age appropriate online resources and tools by staff.

The School *will* ensure a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

The School will build a partnership approach to online safety and will support parents/carers to become aware and alert by providing information on our school website and through existing communication channels (e.g., newsletters).

The School 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:

- The School 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 students and parents/carers will take place using the equipment the school provided or approved communication channels; such as email accounts and phone numbers and/or agreed systems e.g., MS Teams. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and students will engage with remote teaching and learning in line with existing behaviour principles as set out in our school Behaviour for Learning Policy and staff Code of Conduct
- Staff and students will be encouraged to report issues experienced at home and concerns will be responded to in line with this and other relevant policies.
- 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. The School will be clear about who from the school (if anyone) 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.

15 Curriculum and Staying Safe

The School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.

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

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of age appropriate contacts and strategies to ensure their own protection and that of others.

The School has adopted a Relationships and Sex and Health Education Policy and will ensure that this is embedded into the curriculum.

Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

16 The Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.

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

17 Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

The School will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

18 Local Support

All members of staff are made aware of local support available.

Contact details for Area Safeguarding Advisor (Education Safeguarding Service)

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

Tel: 03000 415797

E: esafetyofficer@theeducationpeople.org (non-urgent issues only)

Contact details for the LADO

Tel: 03000 410888

E: 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)

E: kscmp@kent.gov.uk

Tel: 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

Appendix 1: Categories and Indicators of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone 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

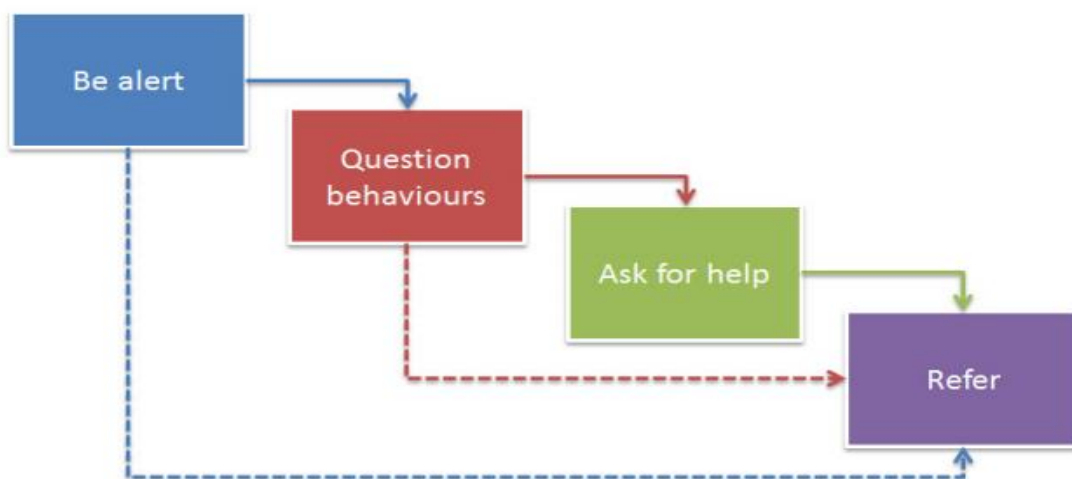
Recognising Indicators of Abuse and Neglect

All staff in school 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.

The School recognises 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

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 behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Safeguarding incidents and/or behaviours can be associated with factors outside the School 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.

Appendix 2: National Support Organisations

The following links may help DSLs provide further advice and support to their students, 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 Students

- 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 Phonenumber: <https://respectphonenumber.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

Appendix 3: Child Protection and Safeguarding Protocols

Protocols and Frameworks in use at The Archbishop's School specifically relating to Child Protection and Safeguarding:

- 3A Remote Learning Procedures
- 3B Acceptable Use Agreements (students, parents/carers, staff & governors)

Appendix 3A Remote Learning Procedures

Leadership Oversight and Approval

- Remote learning will only take place using Microsoft Teams. MS Teams has been assessed and approved by the Head Teacher/a member of Senior Leadership Team (SLT).
- Staff will only use school managed or specific, approved professional accounts with students and/or parents/carers.
- Use of any personal accounts to communicate with students and/or parents/carers is not permitted. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with Mr. M Simpson Designated Safeguarding Lead (DSL).
- Staff will use work provided equipment where possible e.g. a school/setting laptop, tablet or other mobile device. The expectations in relation to safeguarding and data security when using personal devices are: using strong passwords, suitable levels of encryption, logging off or locking devices when not in use etc.
- Online contact with students and/or parents/carers will not take place outside of the operating times as defined by SLT: 9:00am to 3:00pm
- All remote lessons will be formally timetabled; a member of SLT, DSL and/or head of department is able to drop in at any time.
- Live streamed remote learning sessions will only be held with approval and agreement from the Headteacher/a member of SLT.

Data Protection and Security

- Any personal data used by staff and captured by Microsoft Teams when delivering remote learning will be processed and stored with appropriate consent and in accordance with our data protection policy.
- All remote learning and any other online communication will take place in line with current school/setting confidentiality expectations as outlined in the Data Protection, Child Protection and Safeguarding and Behaviour For Learning policies.
- All participants will be made aware if Microsoft Teams will be recording an activity.
- Staff will not record lessons or meetings using personal equipment unless agreed and risk assessed by SLT and in line with our data protection policy requirements.
- Only members of the Archbishop's school community will be given access to Microsoft Teams.
- Access to Microsoft Teams will be managed in line with current IT security expectations as outlined in the Data Protection policy.

Session Management

- Staff will record the length, time, date and attendance of any sessions held. These will be stored and deleted according to the Data Protection policy.

- Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
 - e.g., language filters,
 - disabling/limiting chat,
 - staff not permitting students to share screens,
 - keeping meeting IDs private, use of waiting rooms/lobbies or equivalent.
- When live streaming with students:
 - contact will be made via students' Archbishop's provided email accounts and/or logins.
 - contact will be made via a parents/carer account.
 - staff will mute/disable students' videos and microphones.
 - at least 2 members of staff will be present. If this is not possible, SLT approval will be sought.
- Live 1 to 1 sessions will only take place with approval from the Headteacher/a member of SLT. Live 1:1 sessions with students are not recommended unless they are approved by SLT, a parent/carer is present in the room if possible (however, this may not be appropriate if providing counselling or safeguarding support) and the session is auditable.
- A pre-agreed invitation/email detailing the session expectations will be sent to those invited to attend.
- Access links should not be made public or shared by participants. Students and/or parents/carers should not forward or share access links.
 - If students/parents/carers believe a link should be shared with others, they will discuss this with the member of staff running the session first.
- Students are encouraged to attend lessons in a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.
- Alternative approaches and/or access will be provided to those who do not have access. E.g. loaning devices to students etc.

Behaviour Expectations

- Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.
- All participants are expected to behave in line with existing Archbishop's policies and expectations. This includes:
 - Appropriate language will be used by all attendees.
 - Staff will not take or record images for their own personal use.
 - Setting decisions about if other attendees can or cannot record events for their own use, and if so, any expectations or restrictions about onward sharing.
- Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
- When sharing videos and/or live streaming, participants are required to:
 - wear appropriate dress.
 - ensure backgrounds of videos are neutral (blurred if possible).
 - ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds.
- Educational resources will be used or shared in line with our existing teaching and learning policies, taking licensing and copyright into account.

Policy Breaches and Reporting Concerns

- Participants are encouraged to report concerns during remote and/or live streamed sessions (reporting concerns to the member of staff running the session, telling a parent/carer etc.)

- If inappropriate language or behaviour takes place, participants involved will be removed by staff, the session may be terminated, and concerns will be reported to the Progress Director or the member of the Senior Leadership Team responsible for Behaviour
- Inappropriate online behaviour will be responded to in line with existing policies such as acceptable use of technology, allegations against staff, anti-bullying and behaviour.
- Sanctions for deliberate misuse may include:
 - sanction as is outlined in the Behaviour For Learning policy,
 - restricting/removing use,
 - contacting police if a criminal offence has been committed.
- Any safeguarding concerns will be reported to **Mr. M Simpson**, Designated Safeguarding Lead, in line with our child protection policy.

Appendix 3B: Acceptable Use Agreements

1) Students and parents/carers

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STUDENTS AND PARENTS/CARERS

Name of student:

I will read and follow the rules in the acceptable use agreement policy

When I use the Archbishop's school's ICT systems (like computers) and get onto the internet in school I will:

- Always use the school's ICT systems and the internet responsibly and for educational purposes only
- Only use them when a teacher is present, or with a teacher's permission
- Keep my username and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer
- Tell a teacher (or sensible adult) immediately if I find any material which might upset, distress or harm me or others
- Always log off or shut down a computer when I'm finished working on it

I will not:

- Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity
- Open any attachments in emails, or follow any links in emails, without first checking with a teacher
- Use any inappropriate language when communicating online, including in emails
- Log in to the school's network using someone else's details
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into school:

- I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (student):

Date:

Parent/carer's agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for Students using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carer):

Date:

2) Staff, Governors, volunteers and visitors

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF, GOVERNORS, VOLUNTEERS AND VISITORS

Name of staff member/governor/volunteer/visitor:

When using the Archbishop's school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material)
- Use them in any way which could harm the school's reputation
- Access social networking sites or chat rooms
- Use any improper language when communicating online, including in emails or other messaging services
- Install any unauthorised software, or connect unauthorised hardware or devices to the school's network
- Share my password with others or log in to the school's network using someone else's details
- Take photographs of Students without checking with teachers first
- Share confidential information about the school, its Students or staff, or other members of the community
- Access, modify or share data I'm not authorised to access, modify or share
- Promote private businesses, unless that business is directly related to the school

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will let the designated safeguarding lead (DSL) and ICT manager know if a student informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly, and ensure that Students in my care do so too.

Signed (staff member/governor/volunteer/visitor):

Date:

Appendix 3C: Bereavement and Loss Framework

Bereavement and loss are an inevitable part of learning and growing. No matter how prepared we think we are, death is often traumatic and unexpected. Its unpredictability can severely unbalance a school whose normal working environment is one based on routine.

This framework is not a policy and may not be prescriptive. A death can affect the school community in different ways, depending on the role of the deceased person, how well they were known and circumstances surrounding the death. Every child and adult is different and will need help and support in many various ways. Therefore what is deemed appropriate will depend on every new and in itself unique situation.

Usually, support and understanding in the familiar and secure surroundings of our school, along with that provided by their family and friends, may be all the bereavement support most children or staff require. However, we recognise that referral to more specialist support may be necessary where the impact of grief is more complex. Therefore, it is our aim:

- to provide appropriate support to students and/or staff before (where applicable), during, and after a bereavement
- to provide an environment that is sensitive and compassionate to the needs of those wishing to grieve, whatever their cultural or religious beliefs.
- to ensure there is effective communication between home and school and to provide parents with information on how to access other support (if it is required)
- to work with the local authority, the Diocese of Canterbury and other partners as appropriate
- to provide an education about death and the associated rituals and traditions of mourning which include opportunities for discussion that help lessen the stigma attached to death, reducing its status as a taboo subject.

The Role of the Head Teacher

- To have oversight of support required and provided, liaising with external agencies as appropriate
- To be the first point of contact for the family/child concerned
- To liaise with the LA and the Diocese of Canterbury Communications Teams, and respond to media enquiries if required
- To keep the governing body fully informed
- To ensure staff are appropriately trained around bereavement and undertake actions set out in this policy (such as how to share sad news with students), including a deputy for the role of Head Teacher, should the event mean they are unable to complete this role

The role of staff

- To provide a safe and calm environment for all

- To act as a 'trusted adult' to support students and proactively enable them to have the time and space to talk
- To monitor the wellbeing of their students, identify concerns and escalate where additional support may be required
- To ensure any safeguarding concerns are shared with the Designated Safeguarding Lead

Guidelines

1. The school will respond in a planned and agreed manner, so that all staff know what is expected and can contribute their part in a way that is consistent with the ethos of the school.
2. The Head Teacher and Senior Leadership Team and Health and Well-being Lead will co-ordinate the school's response and be vital in creating an appropriate atmosphere.
3. Wherever possible (and if deemed appropriate), the Head Teacher will attempt contact with the bereaved family before taking any other action. This is to ensure any communications to the wider school community (and the media) are factual, avoid rumour or confusion and are aligned with the family's wishes. Where it has not been possible to establish contact with the family, and news of the death is already in the public arena, the Headteacher will need to manage this and will do so, taking advice from the Local Authority and the Diocese of Canterbury. **The School will always act in accordance with the wishes of the family.**
4. The Head Teacher or a senior member of staff will inform all staff of any death and agree how information will be shared with students and the wider school community – staff will need to be informed before students and parents.
5. The Head Teacher will allocate a specific person or team (usually the pastoral team i.e. Health and Well-being Lead, Student Support Manager, Key Stage Director or Form Tutor(s)) to support a bereaved student. This person would offer support and check on the progress of any student(s) involved. They will also keep in touch with the family so contact from the family's point of view is manageable but also does not come to an abrupt end after all the initial attention.
6. When necessary other students and parents or carers will be informed at the same time and as promptly as circumstances will allow. Students in school will be informed face to face in a supportive and age-appropriate way, parents or carers by letter on the same day. Absentees from school will be noted to ensure that they are also informed on their return by their form tutor. Staff who are absent will be informed by their line manager. Where face to face contact is not possible, consideration will be given as to how to communicate the information to students in a supportive and age-appropriate way. A letter to parents and carers could possibly include a guidance sheet for parents/ carers who support bereaved children.
7. It is necessary to be aware of the differing cultural and religious traditions of grieving and mourning. The school should ensure that they do not deny young people the opportunity to grieve and mourn within the traditions of their own culture and religious beliefs.
8. The Headteacher will agree a statement for the media, where this is required, linking with the local authority and the Diocese of Canterbury as appropriate.

9. The Headteacher and staff will monitor the wellbeing of all students identifying any concerns and escalating where additional support may be required.
10. The school will record any concerns about a child's wellbeing on their file to ensure any future school is aware that additional support may be required.

Managing the First Day

Upon hearing news of a death, members of staff should contact the Head Teacher. If a student or member of staff has died, the Head Teacher should make contact with the parent/family. If a parent, relative or close friend of a student has died, the Head Teacher will decide who should approach the student and liaise with their family.

A parent or relative coming into school to break the news, possibly with support from a member of staff, would normally be the best and usual approach. If no parents, relatives or carers are able to attend, the Head Teacher will need to decide who is best suited/qualified to deal with the situation. In school closure times, consideration will need to be made as to how best to communicate the news to students and parents.

The Head Teacher, supported by the Senior Leadership Team, Health and Well-being Lead and the student's Support Manager, should gather all details surrounding any death. It is vital to have all the facts. If the death/s have been particularly traumatic the media may be involved. It is essential that correct information is disseminated to all staff. Rumour and gossip can be very damaging and lead to both young and old developing the attitude that the death is not a topic to talk about. However, all staff involved must be careful not to break confidentiality.

Multiple Deaths, Death in School

In the event of multiple deaths or a death in school, additional support and resources will probably be required. The Senior Leadership Team should meet to agree a planned course of action.

It is likely that there will be considerable (if unwanted) media interest. The Head Teacher will decide what information should be released.

Information that might upset, confuse or exacerbate the situation should be withheld.

It is important that *one* individual, pre-selected and briefed by the team, acts as spokesperson, relaying consistent information. Another consideration might be the setting up and running of an emergency school hotline.

It may be necessary to retrieve the personal belongings of the deceased for their return to the next-of-kin. Information on the school's database, including references and addresses will probably need to be amended and updated. This also applies to notice boards etc. The school may decide to write to parents to allow them to explain to their children the meaning and implications of an event.

Funerals, Memorial Services/Student Participation

Before the bereaved student or member of staff returns to school there is likely to be a funeral. It is probable that students (and staff) will express a wish to attend, or take part in the service, but they should only do so with the prior agreement of the deceased's family or relatives', as well as the agreement of their own parents/carers. The Head Teacher, School Chaplain, Health and Well-being Lead or Student Support Manager should be in contact with the family/relatives

to discuss funeral arrangements - they may welcome involvement of the school or they may prefer to keep it private.

If the bereaved family wish students and staff to attend, the team should be available to offer support *before* and *after* the service. If they do not wish the school to attend, their wishes should be respected and the school should consider arranging an alternative. The school should identify who will attend (staff and students) and sort out cover for staff and transport. Consideration of full or partial school closure in some circumstances may be necessary

Planning a memorial service, reading lessons, poems, or choosing hymns may assist in the grieving process.

The form group most affected might like to write down their thoughts and feelings; these may be given to the bereaved family. It should be the role of the pastoral team to ensure that no inappropriate remarks or comments are made.

After either service, staff and students should be encouraged to meet and express their thoughts and feelings. Refreshments would normally be provided. Such services are important in initiating the mourning process.

The Head Teacher will make arrangements in school for a book of condolence if appropriate and/or an area where flowers may be placed. The Mary Seole Hall or area of the school grounds may serve as a venue for gatherings and quiet moments of reflection.

Death of a Member of Staff

When such an event occurs it is usually extremely traumatic, especially for members of staff forced to deal with their own grief as well as comforting students. Planning how a school manages such an event is important. To avoid rumours it is advisable that the news is broken as soon as possible. A gathering together of staff to allow them to grieve in private before announcing the news to the rest of the school is something that should be considered.

Generally such news is broken in assembly, in a space where everyone maybe told simultaneously. Later in class students should be allowed the opportunity to express their grief individually with the support of Form Tutors. Some students may have already experienced death and their way of coping with such events is sometimes observed in emotional outbursts. Some may express feelings of anger, panic or relief. It is important to try to remember that this is a time when everyone is hurting. Where face to face contact is not possible, consideration will be given as to how to communicate the information to students in a supportive and age-appropriate way.

For a community as close knit as a school, a memorial service in keeping with the ethos and ethnic beliefs of the school is normally a good idea. The coming together of the whole school collectively for one purpose helps each individual come to terms with his/her own grief in a shared experience – i.e. helping to initiate the grieving process. Such services also offer the opportunity for those who may have been unable to attend the funeral to express themselves through music, poems and letters.

It is at times like these when members of the staff often feel insecure of their own abilities, finding it difficult to cope. Without encroaching on their privacy staff might keep an eye on those teachers particularly affected by the death of a close colleague. Counselling should be made available to staff as well as students.

Supporting Students

The death of a fellow student is probably the most demanding situation a young person might be forced to face whilst in school. Comprehending and coming to terms with such an event is going to be equally difficult and will require great emotional support from the school staff.

If faced with a sudden death the Head Teacher should contact the deceased parents/carers/next of kin as soon as possible thus enabling compliance with any of their wishes. The immediate class friends and siblings of the deceased should be gathered and the news, if not already known, be broken before an announcement is made to the rest of the school, thus allowing private grief. It is important to identify students who may be particularly vulnerable (for example a close friend or someone who is experiencing severe illness in the family)

To avoid rumours an announcement should be made to the whole of the school as soon as practically possible.

Additional support from fellow teaching colleagues may well be required as well as the assistance of the school counsellors or specialist bereavement counselling services. It is important to use appropriate support for each individual – some students may find it helpful to have counselling with someone they do not know personally.

In event of a young person becoming terminally ill their wishes and those of their parents or carers should always be respected. Should the young person wish to attend school, pastoral staff may need to inform students of the young person's condition. Occasionally the student may wish to talk to their fellow classmates about their predicament themselves. Honesty about death and dying is often the best line of approach.

Students may wish to remember the person they have lost. The idea of a 'memory box', which the student fills with important items, is just one method suggested. Give them time and space but provide opportunities to talk about feelings (give space but do not avoid the issue!). Ensure ALL students can voice their feelings and fears, not only those directly connected. Others may also suffer from the news without showing obvious signs. Give students within the group roles to make them feel useful and included. Possibly spend a form time discussing the group's feelings, allow everyone to contribute or to retreat. Try to finish the discussion on a positive note (not all people who are ill die), consider a prayer or a 'quiet moment of reflection.'

Identify a 'safe haven' in the school for students if they need some space and/ or help during the school day.

Supporting the Family

Parents and carers often feel that teachers are experts on their children. They may invariably therefore turn to the school for advice and information, especially on matters of bereavement. It is important to remember that the family, friends and the immediate community often best support those suffering from bereavement, as is the case with other stressful life events.

The following are some points that may be helpful to bear in mind when talking to parents and carers:

- A death in the family will disrupt the family for many months; in fact the family will never be the same again. Family members are grieving, relationships alter, and members may take on new roles. Sometimes there is a change of carer, house or school, all of which add to the disruption and distress experienced by the young person. To support the young person it is helpful to minimise, if possible, changes and disruptions in their normal daily routine and life in school.

- The bereaved family members may emotionally and physically withdraw from the young person, to protect themselves from more distress. Some adults will deny the bereaved person is grieving, as it will be distressing for them to acknowledge the young person's pain. This may cause distress, confusion, causing grief reactions of anger, withdrawal or psychosomatic behaviours such as, headaches, stomach ache or sickness.
- The bereaved young person may regress in behaviour, becoming clingy, difficult or withdrawn. Their schoolwork may suffer. These changes will be partly due to grief but also to the disruption and changes within the family, causing the young person to feel confused and unsafe. Even the simple withdrawal of attention from the young person can lead to problems; the young person may feel resentment, jealous or guilt towards the dead person. The expression of this verbally can cause the remaining family members distress and shock. Parents and carers need to know this is normal and will decrease as the young person and the family become more stable and settled.

Parents and carers need to be informed of the benefits that a young person gains in being involved in the ceremonies and rituals that follow the death. An explanation as to how mourning practices help young people to express their feelings and come to terms with and accept the reality of their loss can be very beneficial.

Teachers need to remember that parents and carers will often use them as role models, counsellors or extended family; looking to them for support for themselves as well as finding appropriate ways of supporting and talking with their children. Teachers therefore may require their own support structures, so they too can turn to others for emotional support, advice and information if needed. Supporting bereaved families, whilst rewarding, can also be emotionally draining. External professional support may also need to be sought.

Self-care for those working with the bereaved

It's easy to overlook the stresses and anxieties placed on those dealing with the bereaved. In many instances these can be quite exacting and yet because our sympathy and attention naturally rests with those grieving we can easily forget the emotional weight resting on the shoulders of those offering support. To assist, the following points are worth bearing in mind:

Anticipate possible reactions which may be experienced with grief and loss. Each one of us is likely to react differently depending on our age, personality, cultural and religious background. If you are ever unsure about how you should react to others' grief, honesty is always the best line of approach.

- Try to accept that you may experience emotional reactions yourself. Such an event might trigger thoughts of your own past grief experiences. You may even find yourself doubting your own abilities. It is not unusual to experience existential thoughts and find yourself querying life's injustices, questioning perhaps your own beliefs.
- Panic attacks and worries about death – your own, or perhaps that of your family – may also become a preoccupation.
- Try to accept that giving such support can affect you in perhaps ways you had not considered. Normally these reactions will subside after a few days or weeks but if they persist do not be afraid to ask for professional support.
- Never take on too much. If you find that you are having difficulty in managing to cope, look to others to offer support – a partner, friend, or colleague.

- It is important to remember that you alone cannot carry other peoples' grief.

It is important to educate students in dealing with death, grief and bereavement in order to prepare them to cope with it effectively when it occurs. As such, these areas are covered in considerable depth through the Religious Education curriculum, PSHCE and assemblies.

Within the RE Curriculum there are two objectives: firstly, to learn about religious and non-religious views, secondly to learn from them and how to apply this thinking and situations to students' own lives. The PSHCE curriculum teaches students about emotional literacy and applies this through various challenging subjects such as suicide and accidental or sudden death. Assemblies are tailored to cover these themes sensitively and, in an age- appropriate manner.

Training of staff relating to death, grief and bereavement

Child Bereavement UK research shows that the majority of staff nationally do not feel trained and therefore comfortable in dealing with these matters with students. Training takes place within the Safeguarding and Pastoral remits to build the confidence of both teaching and non-teaching staff in helping students deal with bereavement and grief as well as in noticing and reporting possible issues

Related Policies and Procedures

This policy should be read alongside other policies of the school, particularly:

- Child Protection and Safeguarding Policy
- PSHCE & Relationships and Sex Education Policy

The Grief Cycle

People who are grieving do not necessarily go through the stages in the same order or experience all of them.



Additional Resources: Reading for Adults

[The Little Book of Bereavement for Schools – a summary](#) By Ian Gilbert (with William, Olivia and Phoebe Gilbert)

Most important response to a bereaved child is attending to what they say or they indicate (through their behaviour) as to how they are living with that death and what helps them.

- 1. As soon as the death is known to the school have a senior member of staff talk to the immediate classmates about what has happened and offer support for those who may be affected.**
 - Ignorance is a vacuum that gossip quickly fills.
- 2. Send a condolence card and encourage classmates to do the same.**
 - Saying 'I didn't know what to do' and doing nothing is a form of moral cowardice.
 - No-one else knows what to do either.
- 3. When the child comes back to school talk to them (but don't patronise them). Ask them how they would like their teachers to act.**
 - Possible strategy could be to deflect your sympathy towards another family member.
 - Be aware that grief is like standing on a beach and being hit by waves. You don't know when they are going to hit but you know they will and there is nothing you can do to stop it.

- Make sure all teaching and non-teaching staff are keeping a discreet and caring watch over the child.

4. Teach other children to know what to say and how to handle things.

- Culturally we treat death with circumspection; we know it's there but no-one wants to talk about it.
- The more you can talk about dying with the children, before a real-life death takes place in your school the better (in Gilbert's view).
- Don't let them think if the grieving child is laughing then they have forgotten. Or if they are crying they should be given a tissue to make them stop.

5. School can be a place to escape from what is going on at home.

- But one size won't fit all.
- Ask the child and liaise with the parent about the preferred strategy of the child.

6. Grieving is mentally and physically exhausting.

- At home talking about what has happened and how everyone is feeling is no respecter of bedtimes.

7. Be tolerant of homework and other work commitments.

- Be firm but caring as you try to ensure they don't get too far behind.

8. Talk to the spouse if they come to the school.

- Be mindful of the enormous effort the parent is making and the strain they are under.
- However hard it is for you it is so much harder for them.

Keep on talking to the child and letting them know you still remember, even in small ways.

- Adults grieve in rivers where they are fully immersed in their grief for an extended period of time following a death. Little children grieve in puddles.
- The bereaved person never forgets about the person they are missing and the fact that you mention them by name means that person is still, in some way alive.

9. Remember the anniversaries.

- Make a note of date/s.
- Filling in a 'holiday form'.
- Transitions to other schools.

10. Be aware of areas you may cover in the curriculum that may bring back memories.

- Mother's Day, Father's Day, life after death in RE, areas that touch on illness.
- Give the child a warning. Give them the choice.

11. Be mindful of other children who have lost a loved one as it will bring back many memories.

- 24,000 children a year have to come to terms with losing a parent; 3,000 young people a year die from accidents or illness; 6,000 families a year affected by suicide. Sooner or later, probably sooner, the issue will arise in a school.
- Consider having a quiet, discreet word with the child who has previously lost a loved one, to see how they're doing too.

12. Learn about helping children to cope with bereavement from the various agencies out there.

- Local hospices, church groups, Yoyo project.
- Larger organisations: Winston's Wish, Cruse, Child Bereavement UK.

13. Time heals in bereavement as much as it does following an amputation.

- But healing implies getting better, going back to how it was, being as good as before. In bereavement, life gets better, not because of the absence of the pain, but because you learn to live your life despite it.
- Grieving can be like a 'pebble in your pocket' (always there, uncomfortable at times, sticks into you when you least expect it, but at times you can get it out and hold it and deal with it, then put it back in your pocket till next time, and get on with your life).
- If you're worried about not talking to someone about their loss for fear of upsetting them, don't worry. They're upset anyway, just hiding it. And talking to them can help.

14. You can make a terrible situation a bit less stressful for a grieving family.

- Nothing can take away the pain of the loss the children are dealing with. But actions from school staff– small ones, whole-school ones, genuine ones, professional ones, personal ones – can make an awful scenario just a little bit easier to deal with.

This summary was from *The Little Book of Bereavement for Schools*, Ian Gilbert, 2010. (Independent Thinking Series), Crown House Publishing.

Helping Children Cope with Grief Rosemary Wells

Very helpful and easy to read. Practical advice and suggestions, real life examples of children's reactions to bereavement. Particularly suitable for adults working with children.

Grief in Children – a handbook for adults Atle Dyregov

Useful and readable. Explains how children understand and react to death. Contains specific information about how to handle death in school and school's response to the needs of bereaved children.

Death and Loss – compassionate approaches in the classroom Oliver Leaman

For teachers involved in the pastoral care of students. Includes ideas about curriculum content within PHSE.

Giving Sorrow Words (Video and Book) Killick & Lindeman

Useful training package designed for school staff to help them deal with the effects of bereavement. Offers practical advice and demonstrates effective techniques for working with children and young people

Loss Change and Grief – An Educational Perspective Erica Brown

Useful book exploring the experiences of bereavement within an educational setting including suggestions about supporting children with learning difficulties.

I Miss You – a first look at death Pat Thomas

Simple factual and sensitive exploration of death which includes interactive questions

The Sad Book - Michael Rosen

Book about Michael Rosen's sadness at losing his son – reaches out to adults and children alike.

Reading for Teenagers:

Vicky Angel - Jacqueline Wilson

Even after she dies Vicky makes her presence felt through her close friend Jade.

The Charlie Barber Treatment - Carole Lloyd

When Simon's mum dies he begins to find life difficult. Through his friendship with Charlie he re-builds his life and relationships.

When a friend dies - Marilyn E. Gootman

Practical suggestions about what can help and full of quotes from bereaved adolescents

When Parents Die - Rebecca Abrams

Written for older teenagers/adults. Looks at issues surrounding bereavement. Autobiographical.

Straight talk about death for teenagers - Earl A. Grollman

Easy to read, concise and informative about what feelings and issues might arise for adolescents

Sources of Advice & Support:

The following organisations may be contacted/websites visited to offer support and advice (not an exclusive list):

- Essex Schools Info Link:
<https://schools.essex.gov.uk/Pages/Search-Results.aspx?k=bereavement>
- Child Bereavement Charity <http://www.childbereavementuk.org/>
- www.seesaw.org.uk SeeSaw Bereavement Pack (available on Essex info link as above)
- www.winstonswish.org.uk/supporting-a-bereaved-child
- www.youngminds.org.uk
- www.teachers.tv – School Matters – Coping with bereavement – video about two schools managing a death
- www.childbereavement.org.uk – information for schools, general information about grief and bereavement
- <http://www.childhoodbereavementnetwork.org.uk/home.aspx>
- <https://help2makesense.org/>
- <https://www.griefencounter.org.uk/young-people/>
- <https://www.hopeagain.org.uk/>
- Samaritans: 115 123 (National) 01206 561234 (Local)