



KINGDOM EDUCATION LIMITED

**THE KING'S SCHOOL
HIGHFIELD PRESCHOOL**

**CHILD PROTECTION
& SAFEGUARDING
POLICY**



OCTOBER 2018



Kingdom Education Limited owns and operates The King's School, a DfE registered independent school. In this document, any reference to The King's School covers the Primary School and Secondary School ages from 5 to 16 years old. The school also operates Highfield Preschool, for children ages 2 years 9 months to 4 years, located at the YWAM Oval, Harpenden.

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1. Introduction

At The King's School the safety and welfare of all our pupils is our highest priority; we are committed to providing a **safe and caring environment** for children and young people. This policy is made available to all parents including prospective parents, carers and visitors via the school website and the public copy in the school reception. Pupils know that they may speak with a trusted adult and that their **concerns will be taken seriously**.

This policy is central to providing Trustees, staff, volunteers and peripatetic teachers with annual safeguarding training, which enables them to **recognize signs of abuse and to act accordingly, and to promote the wellbeing of all pupils**.

Safeguarding and promoting the welfare of children is everyone's responsibility: everyone who comes into contact with the children has a role to play in identifying concerns and taking appropriate action.

In line with '**Working Together to Safeguard Children**' (July 2018) we operate a child-centred and co-ordinated approach to safeguarding. We liaise with Families First and other agencies for early intervention and access to support. We seek advice from Children's Social Care and act promptly to make referrals as necessary.

We comply with **data protection**, ensuring that information is only shared in accordance with relevant guidelines.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under **section 17** of the Children Act 1989.

Enquiries are made with the help of other organisations as appropriate, under **section 47** of the Children Act 1989 if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**.

In conjunction with tutors, SEND and teaching staff, we promote **wellbeing, resilience, safety skills (including online), respect and healthy relationships**. We would intervene if aware of harmful behaviours such as alcohol or drug misuse. We promote awareness of **mental health issues and sources of support**. We are aware that pupils with specific learning challenges may be potentially vulnerable.

Pupils, staff and parents are updated via Colleen Edmonds, eSafety Coordinator about **online content, contact and conduct**, and pupils are taught how to use technology responsibly as good digital citizens.

The policy is reviewed annually to ensure that current legislation, guidance and multi-agency procedures are followed. Policy and procedures are approved annually by the Trustees.

In all matters relating to child protection the school will adhere to the following:

- The Children Act 1989
- The Children Act 2004 (Every Child Matters)
- Section 157 of the Education Act 2002
- Education (Independent School Standards) (England) Regulations 2014
- Hertfordshire Safeguarding Children Board Child Protection Procedures



- Keeping Children Safe in Education (Sept 2018) (KCSIE) - Part 1 attached
- Working Together to Safeguard Children (July 2018)
- Prevent Duty Guidance for England and Wales (March 2015)
- Statutory guidance of the Counter-Terrorism and Security Act 2015
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE Oct 2012)
- What to do if you're worried a child is being abused: advice for practitioners, Gov.UK

See Appendices following the Policy for additional guidance.

All Trustees, staff, volunteers and peripatetic tutors need to be familiar with the Appendices, particularly:

- **Keeping Children Safe in Education (2018) Part 1**
- **Recognising possible indicators of abuse and neglect**
- **Responding to Concerns form to pass on concerns to DSL**

2. Aims of this Policy

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (including concerns relating to forced marriage, honour-based violence, child trafficking and exploitation, female genital mutilation and possible radicalisation).
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, such as police, social care and health services.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory Disclosure and Barring Service (DBS) check (according to guidance), and a central record is kept for audit.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Ensure children are given the skills they need to recognise and stay safe from abuse.



3. Contact Details

Trustees, staff, volunteers and peripatetic tutors would normally pass on concerns to the DSL, but may use the following list of contacts to make a referral directly in case of need.

Roles	Names	Telephone / email
Designated Safeguarding Lead (DSL)	Heather Lees	01582 767566 heather.lees@thekingsschool.com
Deputy Safeguarding Lead	Andy Reeves	01582 767566 andy.reeves@thekingsschool.com
DSL with responsibility for safeguarding in Early Years, Highfield Preschool	Sandra Case	01582 320566
Principal	Clive Case	01582 767566
Trustee with responsibility for safeguarding	Ashraf Farahat	01582 767566
Chair of Trustees	David Crook	01582 767566
Hertfordshire Children's Social Care		0300 123 4040 0300 123 4043 (incl. out of hours)
Hertfordshire Multi-Agency Safeguarding Hub (MASH)		01438 737511
Police Local Area Designated Officer (LADO)	Tony Purvis	01992 556979 / 07920 283106 / 01992 555420 tony.purvis@hertfordshire.gov.uk
Police		999 (emergency) 101 (non-emergency)
Schools Consultation Hub		01438 737511
Families First	Therese Antoine	01992 588831 therese.antoine@hertfordshire.gov.uk
Prevent	Emma Maxwell	01438 735396 / 07534909682 emma.maxwell@herts.pnn.police.uk
Preventing extremism	DfE helpline	020 7340 7264 counter-extremism@education.gsi.gov.uk
Churches Child Protection Advisory Service (CCPAS)	Advice helpline	0845 120 4550 info@ccpas.co.uk
NSPCC	Advice helpline Whistleblowing advice line	0808 800 5000 help@nspcc.org.uk 0800 028 0285
Responsible for First Aid	Lynette Hughes	01582 767566
SENDco	Lynne James	01582 767566

School Address: **The King's School
"Elmfield"
Ambrose Lane
Harpenden
Hertfordshire
AL5 4DU** Tel No.: **01582 767566**
Email: office@thekingsschool.com
Website: www.thekingsschool.com

Preschool Address: **Highfield Preschool
Highfield Oval
Ambrose Lane
Harpenden
Hertfordshire
AL5 4BX** Tel No: 01582 320566
Email: info@highfieldpreschool.co.uk
Website: www.highfieldpreschool.co.uk

Insurance Company: **Ansvar Insurance Company Ltd** Tel No: **08456 020 999**
Regulators Details: **Ofsted Reg. No.117650**
Charity Number: **291913** Company No: **1901401**



4. Roles and Responsibilities

The Trustees have ultimate responsibility for ensuring that there are sufficient measures in place to safeguard the children in the school. In particular the Trustees ensure:

- Child protection policy and procedures are updated, reviewed annually and followed.
- Safe recruitment procedures.
- Appointment of a Designated Safeguarding Lead (and Deputy), to receive training updates in inter-agency procedures.
- Relevant child protection training for Trustees, staff and volunteers is attended.
- Safe management of allegations.
- Deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Pupils are taught skills of how to keep safe, including online.

Role of the Designated Safeguarding Lead

- Ensure that he/she receives refresher training regularly to keep his/her knowledge and skills up to date, particularly in relation to liaising with other agencies to assess, refer and support pupils in line with current advice on thresholds and providing information.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at least annually, with additional updates as necessary (eg. at staff meetings and by email).
- Ensure that newly appointed staff receive a child protection induction.
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for child protection.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that the Principal is kept fully informed of concerns.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (eg. refer to Children's Social Care).
- Liaise with Children's Social Care teams over suspected cases of child abuse.
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential'.
- Child protection files are transferred securely between schools, separate to the main pupil file.
- In consultation with SENDCo where appropriate, consider sending information to the next school or college to enable pastoral support to be in place.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Social Care of the absence of a child who is the subject of a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support.
- Liaise with the eSafety Coordinator to promote knowledge on keeping children safe online at home and in school.
- Liaise with SENDCo to ensure pupils are supported in their knowledge and ability to stay safe in a range of contexts, including online.



The **Deputy Designated Safeguarding Lead** carries out the above role in place of the Designated Safeguarding Lead as required.

If staff have **urgent concerns** about a child's welfare, they should contact Children's Social Care or the police without delay.

Staff should continue to liaise with DSL or Deputy DSL for further action and review. If it is felt that sufficient action is not being taken, staff should liaise promptly with external agencies.

5. Specific Safeguarding Issues

Contextual safeguarding

We recognise that children may be vulnerable to abuse or exploitation from outside their families, at school, from within peer groups, or more widely from within the local community. These threats can take a variety of different forms from online safety, exploitation, sexual, by criminal gangs and organised crime groups to the influences of extremism leading to radicalisation and trafficking.

In considering the **best outcomes for the child**, the strengths as well as difficulties of the child's situation are taken into account.

Children who may require additional support

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is affected by homelessness;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Domestic abuse and/or violence

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.



The cross-government definition of domestic violence and abuse is:
any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available:

[NSPCC- UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Children with special educational needs and disabilities (SEND)

These children can face additional safeguarding challenges. Additional challenges in recognising abuse and neglect may include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- a child being more prone to peer group isolation than other children;
- the potential for being disproportionately impacted by behaviours such as bullying, without necessarily showing any signs outwardly;
- communication barriers, perhaps due to lack of social skills.

To address these additional challenges, the school provides additional pastoral support where necessary, including support with social skills, cognitive behavioural therapy and listening to SEND pupils' wider concerns during 1:1 educational support sessions and an informal drop in facility.

Peer on peer abuse

All staff are to be aware that safeguarding issues can include peer on peer abuse. Teaching in Assemblies, tutor times, PSHE, wellbeing and social skills sessions addresses the need for respect and healthy relationships, including the general concept of consent. Staff understand the need to intervene in any cases of peer abuse, making it clear to pupils where this is potentially harmful and not just 'banter' or 'part of growing up'.

Peer abuse may include:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting, also known as youth produced sexual imagery. In such cases the school would follow guidance on Searching, Screening and Confiscation (DfE Jan 2018) and Sexting in schools and colleges: responding to incidents and safeguarding young people – UKCCIS (Sept 2016)
- gang initiation violence and rituals.



Sexual violence and sexual harassment

This may include behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviour risks normalising them.

Any concerns would be dealt with promptly and with appropriate confidentiality. In the case of a report of child on child sexual violence or sexual harassment, the school would follow guidance in 'Sexual violence and sexual harassment' (Dec 2017).

Staff would liaise with the pupils concerned in developing the best plan of action following any peer abuse or sexual harassment in order to support the pupils involved and to minimise the risk of this reoccurring. A confidential record of any peer abuse would be kept, and staff trained in how to avoid a reoccurrence.

Child missing from education

Staff ensure that any unexpected absences are followed up without delay. A pupil will be entered on the register on the first day of their expected attendance, and if they do not attend, this will be followed up without delay.

All staff to be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Where reasonably possible, the school should hold more than one emergency contact number for each pupil to enable contact to be made with a responsible adult without delay in the case of any concerns.

Child criminal exploitation: county lines

Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are absences, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.



Staff to be aware of the above and refer emerging concerns promptly.

Extremism and radicalisation

We promote respectful listening and dialogue, and are aware of the need to refer any concerns relating to potential extremism or radicalisation to the Channel programme.

Children are vulnerable to extremist ideology and radicalisation. A change in behaviour could be an indication of concern. Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

Further guidance available: <https://educateagainsthate.com/>

Looked-after children

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. A designated teacher would be appointed to promote the welfare of any currently looked after children, following guidance 'Promoting the education of looked-after and previously looked-after children' (updated Feb 2018.)

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. The school would check with the local authority that the arrangement is suitable and safe for the child.

Reasonable force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Staff to follow guidance in 'Use of reasonable force in schools' (July 2013), considering the additional vulnerabilities of SEND pupils or those with medical conditions. Usual practice is through positive and proactive behaviour support, (eg. an individual behaviour plan, agreed with parents or carers) which reduces the occurrence of challenging behaviour and the need to use reasonable force.



Staff to be aware of further issues which may affect the wellbeing of pupils, including those below (plus see guidelines in KCSIE Annex A for details and guidance)

6. Recognising Signs of Abuse and Neglect

See Appendix 3 for detailed possible indicators of abuse and neglect

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg. via the internet). They may be abused by an adult or adults or another child or children. They may be taken out of the country with intent for abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and wellbeing.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to thrive, because they have daily contact with children. Staff are reminded to maintain an attitude of 'it could happen here' and are vigilant in looking out for concerns and responding accordingly.

Further aspects of abuse

Spiritual Abuse, linked with emotional abuse, could be defined as an abuse of power, often done in the name of God or religion, which involves manipulating or coercing someone into thinking, saying or doing things without respecting their right to choose for themselves. Some indicators of spiritual abuse might be a leader who is intimidating and imposes his/her will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed. He or she may say that God has revealed certain things to them and so they know what is right. Those under their leadership are fearful to challenge or disagree, believing they will lose the leader's (or more seriously God's) acceptance and approval.

Complex (organised or multiple) abuse involving one or more abusers and a number of children. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Honour based violence (HBV) can be described as a collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Other forms of HBV include practices performed by perpetrators on victims for cultural or socio-conventional motives which have harmful consequences. Some of these practices include female genital mutilation (FGM), breast ironing and dowry abuse. Staff to be aware of these practices and report any emerging concerns without delay.

Female genital mutilation (FGM). Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in



the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

FGM is the partial or total removal of external female genitalia for non-medical reasons, also known as female circumcision, or cutting. Religious, social or cultural reasons are sometimes given for FGM. It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 (Annex B: Risks) of the 'Multi-Agency Statutory Guidelines: FGM at this link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi-Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

We follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.

Trafficking. Children and young people can be trafficked for various reasons, which include sexual exploitation, forced labour, domestic servitude, criminal activities, benefit fraud, organ harvesting or illegal adoption. If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police. We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional wellbeing.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or who do not take part in education.

Ending gang and youth violence. Whereas this has not, to date, been an issue at The King's School, staff are vigilant and report patterns of concerns to the DSL. We will liaise with local



agencies if we become aware of gang-related concerns. Related dangers are incorporated into PSHE-related topics in the Secondary School.

See 'Ending gang and youth violence programme: annual report 2014 to 2015' (HM Government, March 2015)

7. Responding to Concerns

All school staff have a duty of care to safeguard all pupils.

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Clarify essential information.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer Children's Social Services.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions. **DO NOT ASK LEADING QUESTIONS.**
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child on the record of concern.
- Mark on a diagram the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions.
- Pass information to the Designated Senior Lead without delay, including any original notes.
- Copies of these records should not be kept by the member of staff or volunteer

If a child is in immediate danger or at risk of significant harm then children's social care and/or the police should be contacted immediately. In exceptional circumstances anyone can make a referral directly, and staff have details of who to contact in an emergency.

- We understand how to identify children who may be in need of early help, how to access services for them.
- We understand that we should refer a child in need (as defined by Section 17 of the Children Act 1989) to local authority children's social work services.



- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.

Usually if staff members have concerns about a child they should raise these with the DSL, using the Responding to Concerns form. The DSL attends multi-agency training events and will ensure that concerns are reported to and addressed alongside the relevant authorities.

Where appropriate, the DSL liaises with the relevant teacher(s) or tutor on a 'need to know' to monitor concerns.

Where appropriate, the school liaises with parents to resolve concerns and/or to suggest further sources of support.

If at any time a member of staff feels that a child's situation does not appear to be improving, despite recording of concerns, they should discuss the situation with the DSL or Principal.

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

If we were to become aware of any historical allegations of abuse relating to the school, we would follow advice in relation to reporting concerns to the police.

8. Confidentiality and Record Keeping

The completed Responding to Concerns forms are kept in a locked cabinet separately from the pupil's academic records. The concerns are monitored for any increased level of concern and reassessment of response or action. All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board/Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

Sharing and retention of information is in line with Data Protection guidance.

Records of low-level behavioural concerns are kept with the pupil's file. Staff liaise to ensure monitoring of low-level concerns, which may be significant and may require further action.

It is important that records are factual, not based on conjecture.

9. Staff Conduct

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, or other 1 to 1 situations, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between



teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint.

It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

See details in Staff Code of Conduct

10. Allegations Against Staff or Volunteers

We ensure that all staff, volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.

We differentiate between allegations, and concerns about the quality of care or practice and complaints, and have a separate process for responding to complaints.

Whenever it is alleged that a member of staff/volunteer has:

- behaved in a way that has, or may have harmed a child and/or
- possibly committed a criminal offence against/related to a child and/or
- behaved toward a child in a way which indicates he or she is unsuitable to work with children,

the person receiving the allegation must immediately inform the Principal.

A written record of the allegation should be made using the informant's words – including time, date and place where the alleged incident took place, what was said and anyone else present. If the concerns are about the Principal or Trustee, then the Chair of Trustees should be contacted.

The following principles underpin managing allegations against workers:

- The welfare of the child is the paramount consideration.
- The worker should not be informed of the allegation until advice has been sought from the authorities eg. Police or from Children's Social Care. CCPAS is also available to contact for advice.
- Workers should be informed of allegations against them as soon as possible but with due regard to protecting evidence and disclosure of information.
- The school will work in close consultation with appropriate agencies to resolve the case within appropriate timescales and to determine any further action.
- Workers should be given support following an allegation against them, and suitable confidentiality maintained.
- It is not up to the recipient of the allegation to determine whether the allegation is true or not.
- All allegations should be treated in the same way – historical or current.
- Following an allegation there should be appropriate record keeping, at least until the accused has reached normal retirement age, or 10 years from the date of the allegation if that is longer.
- An investigation against a worker may have three related, but independent strands:
 - I. Child protection enquiries, relating to the safety and welfare of any children who are or who may have been involved;
 - II. A police investigation into a possible offence against a child;



- III. Disciplinary procedures, where it appears that the allegations may amount to misconduct or gross misconduct on the part of the worker, including possible suspension.
- An internal investigation should not normally take place while the police are investigating allegations. However, where an organisation wishes to do this for the purposes of possible disciplinary action, agreement from the police must be sought beforehand.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence;
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left;
- the legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended;
- the DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation, removal or redeployment of the individual. Further guidance is available: <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>.

See details in Whistleblowing Policy & Hertfordshire Safeguarding Children Board Child Protection Procedures

Reporting a 'Serious Incident' to the Charity Commission

Trustees should make a serious incident report to the Commission if:

- beneficiaries have been, or are alleged to have been, abused or mistreated while under the care of the charity, or by someone connected with the charity, for example a trustee, staff member or volunteer;
- there has been an incident where someone has been abused or mistreated (alleged or actual) and this is connected with the activities of the charity;
- there has been a breach of procedures or policies at the charity which has put beneficiaries at risk, including a failure to carry out checks which would have identified that a person is disqualified under safeguarding legislation, from working with children or adults

Trustees must also manage and minimise the risk of further incidents happening as far as this is reasonably possible, by making any necessary changes to policies, procedures and work practices.

<https://www.gov.uk/government/publications/strategy-for-dealing-with-safeguarding-issues-in-charities/annex-1-trustee-safeguarding-duties-explained> (Dec. 2017)

email: RSI@charitycommission.gsi.gov.uk

Reporting a 'Serious Incident' in Early Years to Ofsted

Under Statutory framework for the Early Years Foundation Stage (EYFS), registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).



Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

Any significant incident in Early Years would be notified to Ofsted in accordance with latest guidelines. An online form has been developed for this purpose.

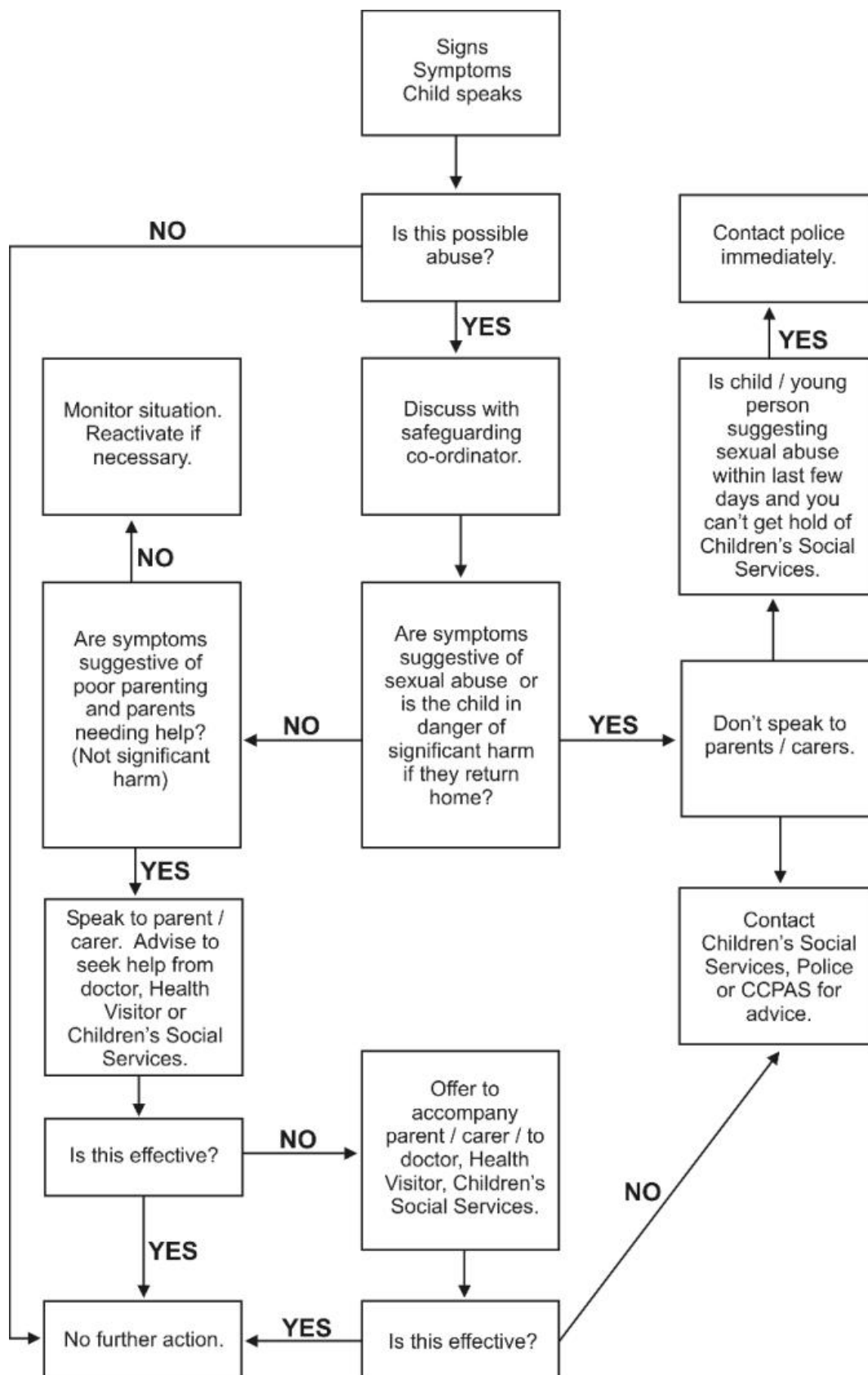
Reasons for notification include:

- any allegations of serious harm or abuse by any person living, working or looking after children on the premises (3.8 Child Protection EYFS 2014);
- death of a child (3.51 Accident or injury EYFS 2014);
- serious accident, injury or illness of child (including food poisoning) (3.51 accident or injury EYFS 2014);
- event likely to affect the suitability of an individual or affect the smooth running of the setting (3.77 Changes that must be notified to Ofsted).

https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofml



11. Flow Chart for Response





12. Safe Recruitment

The Leadership will ensure all workers will be appointed, trained, supported and supervised in accordance with government guidance on safe recruitment. This includes ensuring that:

- There is a written job description / person specification for the post.
- Those applying have completed an application form and a self-declaration form.
- Those short listed have been interviewed face to face.
- The candidate's identity has been verified, preferable from current photographic ID and proof of current address.
- Safeguarding has been discussed at interview.
- Written references have been obtained, and followed up where appropriate.
- A DBS certificate has been obtained where required; an enhanced DBS check with a barred list information where the person will be engaged in regulated activity (we will comply with Code of Practice requirements concerning the fair treatment of applicants and the handling of information).
- Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service. We continue to follow the guidance on obtaining DBS checks, and we recommend that people register for the DBS update service.
- A check is carried out via Employer Access Online for a candidate to be employed as a teacher to ensure that he or she is not subject to a prohibition order on the Misconduct List.
- The person's right to work in the UK has been verified.
- Qualifications where relevant have been verified.
- A suitable training programme is provided for the successful applicant.
- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly. In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour (outlined in the Employee Handbook).
- The applicant has completed a probationary period.
- The applicant has been given a copy of the organisation's safeguarding policy and knows how to report concerns.
- In line with 'Keeping Children Safe in Education, Statutory guidance for schools and colleges (Sept 2018), as part of our recruitment process we carry out appropriate childcare pre-employment disqualification checks which comply with the statutory guidance 'Disqualification Under the Childcare Act 2006'.
 - All staff are required to complete the annual staff suitability self-declaration form with the responsibility to immediately notify the school of any convictions, cautions, court orders, reprimands or warnings which may affect suitability for working with children, and to immediately notify the school if living in the same household as a person who has been disqualified from working with children;
 - A check that the candidate is not subject to a prohibition order issued by the Secretary of State;
 - If relevant, a check is carried out to evidence that the candidate has not been prohibited from participating in the management of independent schools.
- Satisfactory medical fitness.



Disqualification

As an EYFS provider, the school is aware of its responsibilities not to employ those who have been disqualified from working in childcare.

Guidance is followed in relation to the **EEA recruitment checks** for people who have lived and worked outside the UK.

Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly. In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour (outlined in the Employee Handbook).

Alternative provision providers

The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

13. Pastoral Care & Raising Awareness with Pupils

The school leadership is committed to offering pastoral care, working with statutory agencies as appropriate, and supporting anyone who has been affected by abuse.

We promote a culture of open and effective communication between staff and pupils and have strong pastoral support structures. We prepare all our pupils to make reasoned, informed and respectful choices. Time is allocated in school assemblies, class/tutor groups, Religious Studies lessons, PSHE, Enrichment, Social Skills and Wellbeing sessions as well as extra-curricular programmes to give pupils confidence in staying safe (including online). **All pupils know that there are adults to whom they can turn to if they are worried, including their class teacher or tutor, the Head of Primary, Head or Deputy Head of Secondary, the DSL and first aid staff.**

In the Primary School

The Head of Primary oversees the overall pastoral care. Aspects of PSHE such as respecting others and keeping healthy and safe are taught and frequently reinforced in Assemblies, class time and special events such as International Week.

In the Secondary School

Key Stage 3 pupils are in tutor groups for Years 7-9, and Years 10 and 11 remain in their year groups with assigned tutors.

Aspects of PSHE including eSafety are taught and discussed at levels appropriate to the pupils' ages, through Assemblies, tutor time, PSHE and curriculum subjects such as Religious Studies, as well as extra-curricular programmes.

14. Preventing Radicalisation

We understand the need to prevent people from being radicalised, drawn into terrorism and extremism. The government defines extremism as vocal or active opposition to fundamental



British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Some children are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Schools are required under the Counter-Terrorism and Security Act (2015) in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the **Prevent duty**.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

DSL and members of the Senior Leadership Team have attended Prevent awareness training and have cascaded training to staff and volunteers to enable them to identify possible signs of radicalisation and to report concerns. All staff also complete Prevent training annually online.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. We understand the need to make a referral to the Channel programme for possible intervention and support if a pupil appears to be at risk of radicalisation.

The school uses robust filtering and monitoring systems to reduce the risk of children being exposed to terrorist and extremist material when accessing the internet in school.

Pupils, parents and carers are also reminded of eSafety concerns when accessing the internet elsewhere.

In line with the principles of the guidance, we shall continue to promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of life. In class and tutor times, as well as special events, we promote British values such as democracy, rule of law, community cohesion and respect for those with different beliefs.

15. Whistleblowing and Complaints

The school has a culture of open communication, safety and of raising concerns.

Where a parent or carer wishes to make a complaint or make a suggestion about any activity or group the school is providing, it should be taken seriously. They may in the first instance to speak to the teacher concerned who should endeavour to resolve the matter. There are further procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary.

All staff know that they can contact the NSPCC whistleblowing helpline if they feel that the school and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.

*See details in Whistleblowing Policy and Complaints Policy (contained in The Staff Policy)
NSPCC whistleblowing helpline: 0800 028 0285*



16. Related Policies & Procedures

This policy is to be understood in conjunction with related school policies, including the following:

Health and Safety Policy

Staff Code of Conduct

Behaviour Policy, Discipline and Behaviour Management, Anti-Bullying Policy

Restrictive Physical Intervention Policy

Risk assessment & management plan for children or adults who present a risk of harmful behaviour

First Aid Policy

Catering & Food Hygiene Policy

Whistleblowing Policy, Complaints Policy

General Data Protection Regulation (GDPR) Policy

Safer Recruitment Policy, Equal Opportunities Policy

Educational Visits Policy, Transport, Outings and Use of Minibuses

Use of Phones, Cameras and Recording Devices – Acceptable Use

eSafety Policy, Social Media Policy, Bring Your Own Device Policy

COSHH Policy

Youth Produced Sexual Imagery ('Sexting') Policy

Visiting Speaker Policy

See Guidance Summaries in Appendices for further information.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Risk Assessments

Taking care of children and young people involves taking responsibility for their well-being at all times, being prepared for unforeseen eventualities, anticipating situations where they



could be harmed and taking steps to minimise the risks.

For details see Health & Safety policy.

First Aid and administration of medicine

The school has two First Aiders and several teachers who are Paediatric & Emergency First Aid trained.

For details see First Aid Policy

Accidents

All accidents, however minor, should be recorded in an accident book. In the event of an accident, the parent/carer of a child or young person should be contacted and a letter/sticker sent home with the child.

Registration & children who go missing from education

When a child joins the school, general information and consent forms are completed and returned which includes contact details of parents/carers. A medical form, which includes other details such as allergies or special dietary requirements, is also completed and this form is renewed annually.

A register of those attending school is also maintained, together with a register of workers. We record arrival and departure times if the participant does not attend for the whole school day.

Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

*For details see Attendance Policy and Missing Child Policy
School Schedule of Record Retention, and also Records Management Toolkit for Schools
produced by Information and Records Management Society www.irms.org.uk*

Anti-Bullying Policy and practice

All staff, volunteers, pupils and parents are made aware of our Anti-Bullying Policy and know that bullying (including cyber-bullying) will not be tolerated.

All teachers have an understanding of what bullying is, are aware of possible signs it is happening and follow the policy if bullying is reported.

Pupils and parents/carers are encouraged to speak to a member of staff without delay if they suspect that bullying is taking place, and are assured that they will be supported when bullying is reported.

Pupils are reminded in PSHE and tutor times of issues related to bullying.

For details see Anti-Bullying Policy



Tobacco and alcohol

There is a smoking ban in all enclosed public spaces throughout the UK and a no-smoking policy is enforced on the premises of The King's School.

It is illegal for anyone under the age of 18 in England and Wales to be sold cigarettes (or other products like roll-up tobacco and cigars) over the counter or at a vending machine.

There are also strict regulations on the sale and consumption of alcohol where children and young people are concerned, and The King's School enforces a no-alcohol policy.

Solvents and illegal substances

Staff are alert to the possibility of pupils' possession and use of illegal substances.

It is a criminal offence to allow anyone attending the school to supply illegal drugs or use them on the premises. The King's School therefore adopts a zero tolerance policy on all illegal substances. The school will act in line with their discipline policy and will involve the local police in such situations.

Special Educational Needs and Disabilities (SEND)

Staff liaise closely with our SENDCo in working with pupils with special educational needs. The SEND department provides training for staff in recognizing behavioural patterns related to specific learning difficulties, and in offering appropriate support and referrals, which may include counselling. Pupils are given opportunities to talk with tutors and SEND staff about concerns relating to their learning and to wider issues. Staff are quick to intervene on behalf of any SEND pupil in the case of any emerging bullying concerns. Tutors and SEND staff encourage pupils to build self-esteem and resilience to enable them to cope confidently with challenges which may affect them now or in later life.

For further details see School Accessibility Plan.

Educational visits

From time to time the school arranges day trips or visits offsite for pupils, for which parents or carers complete and sign a consent form for the activity. Parents or carers who volunteer to assist on these trips do so under the supervision of the visit organiser and are required to complete a Self-Declaration Form prior to the activity. The school also carries out a risk assessment of the activity to ensure all eventualities are covered and all adults in the team know what to do in the event of an accident or emergency.

If using an established residential centre, checks are made that it operates a safeguarding policy and carries out Disclosure checks on workers and relevant risk assessments.

For school Exchanges, hosting adults who will be responsible for the care of Exchange pupils visiting The King's School complete a self-declaration form and receive detailed guidelines on hosting. We have a robust risk assessment plan, whereby emergency contact numbers are given to visiting pupils for them to raise any concerns without delay, and alternative hosting provision is in place.

For details see Educational Visits Policy contained in the Health & Safety Policy



Swimming trips

There should be an increased adult to child ratio for all swimming trips, and pupils' swimming ability should be established prior to the trip. A swimming consent form for each child is taken by the group leader on the trip. A copy is also retained by the contact person at the school.

See Educational Visits Policy for further details on organising swimming trips, including the swimming pool checklist and relevant Risk Assessments and Guidelines

Photography and ICT

For details see Use of Phones, Cameras and Recording Devices – Acceptable Use, Staff Code of Conduct, eSafety Policy and Social Media Policy

Abusive images of children and internet usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

Visiting speakers

Staff liaise with the Principal to explain the purpose of the proposed visit and give an outline of what is to be said, and must obtain permission from the Principal before inviting a visitor. Visiting speakers are usually known personally to staff, otherwise further research into their organisation would be carried out in advance of seeking approval for the visit. Visiting speakers are made aware of our ethos and commitment to British Values, rule of law and tolerance towards those with different beliefs. Visitors are required to sign in at Reception, wear a visitor badge, and must be accompanied by a member of staff while on school premises.

For details see Visiting Speaker Policy



THE KING'S SCHOOL



Leadership Safeguarding Statement

The Principal and Trustees recognise the importance of its ministry work with children and young people in need of protection and its responsibility to protect everyone entrusted to our care.

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of its pupils and to report any such abuse that we discover or suspect.
- We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
- All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise the personal dignity and rights of pupils, and staff, and will ensure all our policies and procedures reflect this.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children.

We are committed to:

- Following the requirements for UK legislation in relation to safeguarding children and good practice recommendations.
- Respecting the rights of children as described in the UN Convention on the Rights of the Child.
- Implementing the requirements of legislation in regard to people with disabilities.
- Ensuring that workers adhere to the agreed procedures of our safeguarding policy.
- Keeping up to date with national and local developments relating to safeguarding.
- Following any local authority guidelines in relation to safeguarding children and adults in need of protection.
- Supporting the safeguarding co-ordinator/s in their work and in any action they may need to take in order to protect children.
- Ensuring that everyone agrees to abide by these recommendations and the guidelines established by The King's School.
- Supporting parents and families.
- Nurturing, protecting and safeguarding of children and young people.
- Supporting, resourcing, training, monitoring and providing supervision to all those who undertake this work.
- Supporting all in the school affected by abuse.
- Adopting and following the 'Safe and Secure' safeguarding standards developed by the Churches' Child Protection Advisory Service.



We recognise:

- Children’s Social Care (or equivalent) may have lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a child.
- Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency.
- Where working outside of the UK, concerns will be reported to the appropriate agencies in the country in which we operate, and their procedures followed, and in addition we will report concerns as appropriate within the UK.
- Safeguarding is everyone’s responsibility.

We will review this statement and our policy and procedures annually.

If you have any concerns for a child then speak to one of the following who have been approved as Safeguarding Co-ordinators for The King’s School.

Mrs Heather Lees	Designated Safeguarding Lead, The King’s School
Mr Andy Reeves	Deputy Safeguarding Lead, The King’s School
Mrs Sandra Case	Designated Safeguarding Lead, Highfield Preschool
Mr Ashraf Farahat	Safeguarding Trustee
Mr Clive Case	Principal

A copy of the full Policy and Procedures is available from The King’s School Office.

THE KING’S SCHOOL

Signed:

DAVID CROOK, Chair of Trustees

CLIVE CASE, Principal

Date: 15th October 2018



LIST OF APPENDICES

These Appendices contain supplementary details, practical guidelines and forms.

A1	Keeping Children Safe in Education (Sept 2018) Part 1
A2	Definitions and Possible Indicators of Abuse and Neglect
A3	Responding to Concerns Form
A4	Body Map to Record Injuries
A5	Effective Listening
A6	Practical Guidance Summaries

A1. Keeping Children Safe in Education

All staff, volunteers, Trustees and peripatetic teachers to read and be familiar with Part 1.

See also Annex 1 for guidance on specific issues, particularly pages 87 & 88 for useful sources of further information.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

A2. Definitions and Possible Indicators of Abuse and Neglect

From NSPCC report **How safe are our children? (2018)** and **KCSIE (Sept 2018)**

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. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (eg. via the internet). They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), 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, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation

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

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer:

- failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- failing to protect a child from physical and emotional harm or danger;
- failing to ensure adequate supervision (including the use of inadequate care-givers);
- failing to ensure access to appropriate medical care or treatment.

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

Online abuse and harm

Online abuse is abuse that is facilitated using internet-connected technology. It may take place through social media, online games or other channels of digital communication. Children can



also be re-victimised if evidence of their abuse is recorded or uploaded online. Technology can facilitate a number of illegal abusive behaviours including, but not limited to:

- harassment;
- stalking;
- threatening behaviour;
- child sexual abuse material;
- inciting a child to sexual activity;
- sexual exploitation;
- grooming;
- sexual communication with a child; and
- causing a child to view images or watch videos of a sexual act.

Using technology to facilitate any of the above activities is online abuse. Alongside those illegal activities that are perpetrated online and constitute abuse, children may also be exposed to online harms, such as inappropriate behaviours or content online. For instance, children may be bullied online by their peers or they might, either accidentally or intentionally, view content which is intended for adults. Both online abuse and exposure to unsuitable content or behaviour can have a long-lasting impact on the wellbeing of children and young people.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed.
- Children with clothes which are ill-fitting and/or dirty.
- Children with consistently poor hygiene.
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Children who don't want to change clothes in front of others or participate in physical activities.
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who reach developmental milestones late, such as learning to speak or walk, with no medical reason.
- Children who are regularly missing from school or education.
- Children who are reluctant to go home after school.
- Children with poor school attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from school when drunk, or under the influence of drugs.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away.
- Children who shy away from being touched or flinch at sudden movements.



Responding to Concerns – Staff Action Sheet

The King's School, Harpenden

CONFIDENTIAL

Name of pupil: _____

Home address: _____

Age: _____ Date of birth: ____/____/____ Year group: _____

Name of person reporting incident: _____

Position: _____

Date of incident: ____/____/____ Time of incident: _____

Sequence of events/actual words used/observations:

Action taken (including person(s) contacted):

Completion of report dated: ____/____/____ Time: _____

Signature of Designated Safeguarding Lead: _____

Date: ____/____/____ Time: _____
(of receipt of above form)

Notes of action taken:

Please see page 2 for further details



Responding to Concerns – Staff Action Sheet Page 2

Please note brief factual details, or write 'no concerns'.

Please note any further concerns on separate sheets if necessary.

Return to DSL marked CONFIDENTIAL

Do not keep a copy

Any siblings? *(If possible please give their approximate ages and whether or not they attend The King's School.)*

Behaviour

Attitudes to staff and other pupils

Learning (& homework if applicable)

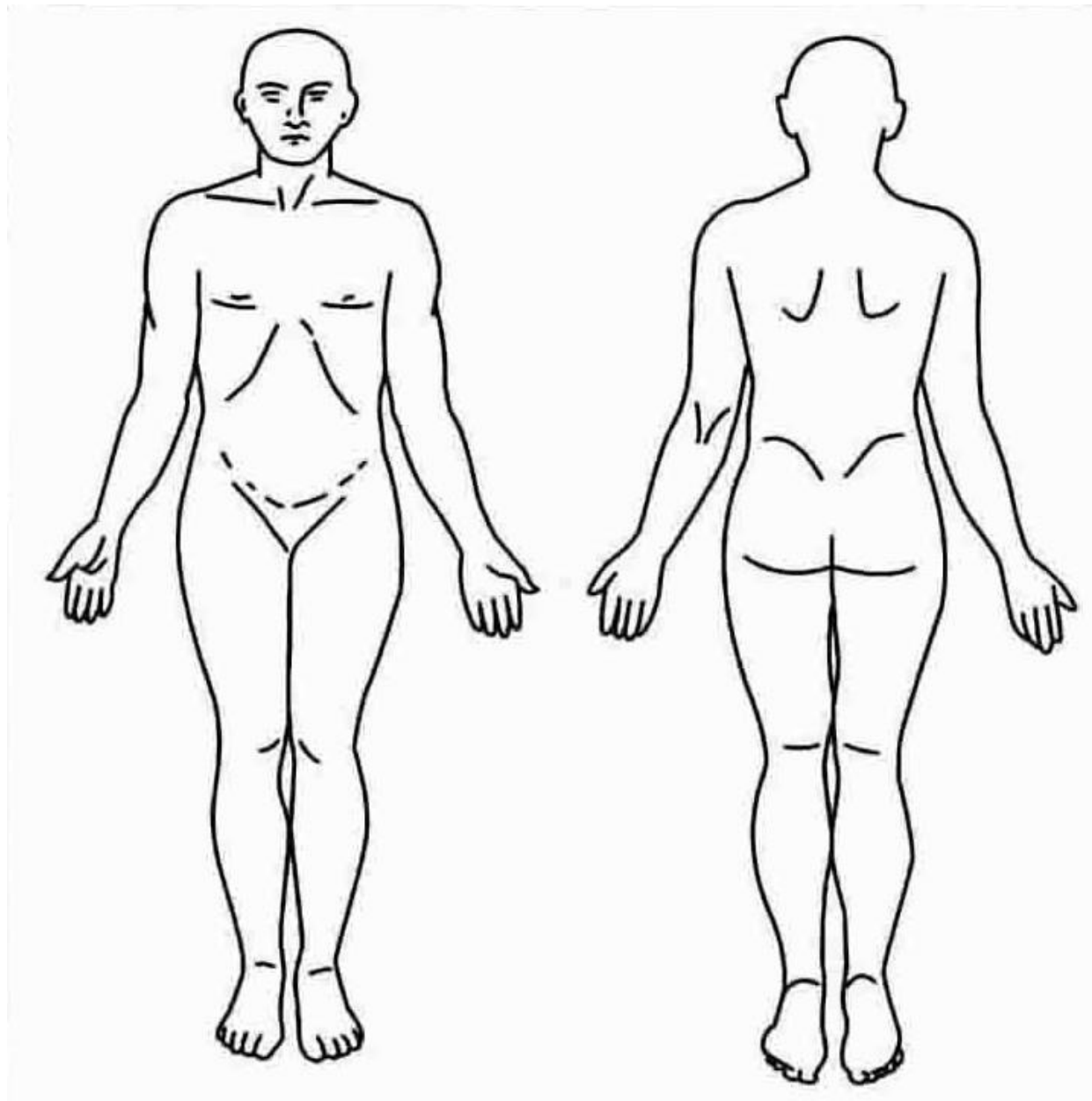
Attendance

Food, clothes & equipment

School contact with parent(s)



Body Map – to record any injuries or bruises





A5. Effective Listening

Ensure the physical environment is welcoming, giving opportunity for the pupil to talk in private but making sure others are aware the conversation is taking place.

- It is especially important to allow time and space for the person to talk.
- Above everything else listen without interrupting.
- Be attentive and look at them whilst they are speaking.
- Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used.
- Try to remain calm, even if on the inside you are feeling something different.
- Be honest and don't make promises you can't keep regarding confidentiality.
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille etc.

HELPFUL RESPONSES

- "You have done the right thing in telling."
- "I am glad you have told me."
- "I will try to help you."

DON'T SAY

- "Why didn't you tell anyone before?"
- "I can't believe it!"
- "Are you sure this is true?"
- "Why? How? When? Who? Where?"
- "I am shocked, don't tell anyone else."

A6. Practical Guidance Summaries *(see relevant school policies for full details)*

Identification of Hazards

- Consider who might be harmed and how this might happen.
- Assess the risks and take action to remove or reduce them as far as possible.
- Record details of the action taken.
- In a building the following may be considered hazardous:
 - loose-fitting carpets
 - uneven floors
 - over-filled cupboards
 - very high shelves
 - blocked fire exits
 - glass doors
 - missing light bulbs
 - overloaded power points
 - trailing electrical cables
 - loose window fastenings.

For details see Health & Safety Policy



Adult to Child Ratios

In order to supervise children's activities safely it is necessary to have sufficient adult leaders and helpers. Consult DfE publications for appropriate age groups for guidance where necessary. Ratios may need to be increased for working with children with special needs, or for outdoor activities.

Food and drink safety and hygiene

If food and drink are provided during an activity, the following should be considered:

- Workers should follow good personal hygiene.
- Basic health and hygiene regulations should be adhered to.
- All food and drink is stored appropriately.
- Hot drinks should not be carried through an activity area and not placed within the reach of young children.
- Snacks and mealtimes are appropriately supervised.
- Fresh drinking water is available at all times.
- Systems are in place to ensure that pupils do not have access to food/drinks to which they are allergic. Typically this can be peanuts, nuts, milk, eggs, fish, shell fish and gluten - found in wheat, barley and oats.

*For further guidance consult The Food Standards Agency helpline: 020 7276 8829, helpline@foodstandards.gsi.gov.uk, Website: <http://www.food.gov.uk>
For details see Catering & Food Hygiene Policy*

Peer-group activities (children and young people)

All peer-group activities are overseen by named adults who have been selected in accordance with agreed recruitment procedures and have the backing of the leadership of the organisation.

Before setting up a peer-led activity the following should be taken into consideration:

- The appropriateness of the venue for the activity.
- Any medical issues, dietary needs and allergies.
- Emergency contact numbers are to hand for all members under the age of 18 years.
- If the provision of food is part of the activity, leaders must ensure that food is prepared in accordance with Basic Food Hygiene standards.

If a peer-led activity involves under-8s and lasts for two or more hours a week for more than five days a year, it will need to be registered with OFSTED. If in doubt, contact them for advice.

Additional guidance to be followed:

- If there are children/young people under 16yrs at an activity, adult workers should be present or within earshot.
- No person under the age of 16 should be left with the sole responsibility of caring for or supervising other children.
- Young people (over 16) who assist with caring for other children/young people should be subjected to the same recruitment process as adults and have undertaken safeguarding training.



- Peer-group leaders should be aware of safeguarding procedures, including reporting concerns (eg. abuse, bullying) to their supervising adult and that sensitive information should not be shared openly in the group.
- Parents/carers must always be kept informed about what peer-group activities are for, who the leaders are, how they are run, where they meet and what parents can do to support them.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone, unless in exceptional circumstances, and the Head of Primary/Secondary should be informed.

For details please see practice guidelines in the Appendices, plus the school policy on Transport, Outings and Use of Minibuses, in the Staff Handbook

Guidelines relating to Staff Code of Conduct

Duty of Care: The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity, is considered, both legally and morally, to owe them a duty of care.

Position of Trust: A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

Abuse of Trust: Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Adults are given training and guidance for the use of any areas of the school and preschool where they may work directly with pupils in unsupervised settings.

The King's School staff and volunteers would not be expected to make home visits as part of their work. If a member of staff or a volunteer is invited to the home of a pupil's family, eg. if they are members of the same Church, or if a member of staff or volunteer invites pupil friends of their own children to their own home, then the guidelines in the Staff Code of Conduct should be followed.

The giving of gifts or rewards to children and young people can be part of an agreed policy for supporting positive behaviour or recognising particular achievements. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be seen as a gesture to bribe or groom a young person. Methods and criteria for selection should always be transparent and subject to scrutiny.

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them through social media, by text message or personal email. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing



them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

Under section 1(1) of the 1978 Protection of Children Act, it is an offence for a person to take, or permit to be taken, or possess, show or distribute any indecent photograph or pseudo-photograph of a child.

For details see Staff Code of Conduct

Physical Contact

Any physical contact should only take place in a safe and open environment, ie. one easily observed by others. Adults should only touch pupils in ways which are appropriate to their professional role and responsibilities. Any contact should be relevant to the pupil's age or understanding, and subject to their permission. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a pupil in an age-appropriate way whilst maintaining clear professional boundaries.

Adults who work in certain settings, for example sports, music or outdoor activities, may use physical contact in demonstrating technique in the use of equipment, to adjust posture, or to support a pupil so they can perform an activity safely or prevent injury.

When giving first aid (or applying sun cream etc), encourage the pupil to do what they can themselves but, in their best interests giving appropriate help where necessary.

Team members should monitor one another in the area of physical contact. They should be free to help each other by constructively challenging anything which could be misunderstood or misconstrued.

If a pupil initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the pupil and help them understand the importance of personal boundaries.

In the case of any concerns these must always be reported to the Designated Safeguarding Lead.

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort when all efforts to diffuse the situation have failed.

For details see Staff Code of Conduct & Physical Intervention Policy



Further Guidance on Anti-Bullying

Bullying is the use of aggression with the intention of hurting another person. Children can bully each other, be bullied by adults and can sometimes bully adults. Any form of bullying results in pain and distress to the victim and is unacceptable behaviour.

Some common forms of bullying may include:

- **Verbal** - name-calling, sarcasm, spreading rumours, teasing, including by electronic means such as texting, emails, social networks etc.
- **Emotional** - being unfriendly, excluding, tormenting, graffiti, gestures, racial taunts.
- **Physical** - pushing, kicking, hitting, punching or any use of violence.
- **Sexual** - sexually abusive comments or gestures.
- **Racial** - any of the above because of, or focusing on, the issue of racial differences.
- **Homophobic** - any of the above because of, or focusing on, the issue of sexual orientation.
- **Unofficial activities** - such as initiation ceremonies and practical jokes which may cause children physical or emotional harm even though this may not be intended.
- **Electronic forms** - such as via mobile phones and computers may include elements of the above.

We promote an attitude of zero tolerance to bullying, and pupils are reminded of this by class teachers and form tutors through a variety of resources.

Parents and pupils are made aware of e-Safety risks and how best to avoid potential harm.

There is an expectation that anyone who knows that bullying is happening will report it in order that any issues can be dealt with promptly and effectively.

Whilst a pupil being bullied would need support, the perpetrator(s) would also need to address the reasons for their behaviour and be encouraged to relate to others in more positive ways.

For details see Anti-Bullying Policy.

Discrepancies

In the unlikely event of any discrepancy between Policy and Appendices, the Policy would overrule.

END