KINGDOM EDUCATION LIMITED

THE KING'S SCHOOL
HIGHFIELD PRESCHOOL

CHILD PROTECTION & SAFEGUARDING POLICY

SEPTEMBER 2023

Approved by:	Senior Leadership Team	Date: 31st August 2023
Approved by:	Board of Trustees	Date: 15th January 2024
Last reviewed on:	31st August 2023, 15 January 2024	Reviewed by: SLT
Next review due:	September 2024	

Update Feb 2024
- with reference to updated Working Together to Safeguard Children (Dec 2023)
- reflecting non-statutory draft guidance on gender questioning children

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Kingdom Education Limited owns and operates The King's School, a DfE registered Independent Day 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, AL5 4BX.

1. <u>Introduction</u>

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. We believe in **an open culture** in which it is clear that **raising concerns** is the normal and right.

The school reminds pupils of respectful behaviour, underpinned by the Christian ethos, and provides support for pupils who have challenges in maintaining positive behaviour.

All are reminded of the need for respect towards others, and the school does not tolerate any form of abuse or harassment. All concerns, including low level concerns, are followed up in line with national and local guidance and procedures.

Pupils are reminded and encouraged to speak with a trusted adult such as their class teacher or form tutor if they have any emerging concerns, and they are reassured that their concerns will be taken seriously. Staff and leadership will take into account the child's wishes and feelings, and pupils know that they can safely express their views and can give feedback.

This policy is central to our whole school approach in providing Trustees, Staff, Peripatetic Teachers and Volunteers with annual and ongoing safeguarding training, enabling them to recognize signs of abuse, including child on child abuse, to act accordingly, and to actively promote the wellbeing of all pupils. 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.

If the school were to use **supply teachers**, the guidance in Keeping Children Safe in Education (KCSIE) Sept 2023 would apply to them, and they would be expected to understand and follow this policy and procedures.

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. All staff are reminded to pass on even apparently low level concerns to the DSL or DDSL without delay, to enable appropriate monitoring and action to be taken.

Consistent with **'Working Together to Safeguard Children'** (2023) the school operates 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 and to participate in multi-agency early help assessments.

We comply with **data protection**, ensuring that information is only shared in accordance with relevant guidelines. We recognize that information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes in line with schools' clear powers to share, hold and use information for these purposes, as outlined in KCSIE 2023, the Data Protection Act 2018 and UK GDPR. Fears about data protection do not stand in the way of the need to safeguard and promote the welfare and safety of children.

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, special educational needs and disabilities (SEND) team and teaching staff, we promote **mental, emotional and physical wellbeing, resilience, safety skills (including online), respect and healthy relationships.**

Our PSHE programme includes **Relationships Education (for Primary) and Relationships & Sex Education (for Secondary)** in line with government guidelines, alongside teaching on health and good citizenship. The programme follows a spiral curriculum, ensuring that pupils are equipped with understanding and skills at age-appropriate levels. Pupils are reminded of protected characteristics: age; gender reassignment; being married or in a civil partnership; being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion or belief; sex; sexual orientation.

Our King's School Values, teaching and events promote respect and celebrate inclusion and diversity: kindness, integrity, commitment, togetherness, growth, thankfulness and faith.

Any form of harassment or abuse is taken seriously, and action taken including reminding pupils of protected characteristics and the values of the school community.

We recognize that children with SEND may be particularly vulnerable, and staff thus liaise with the SENCo to ensure appropriate provision and support. The PSHE Coordinator liaises with staff to ensure that the programme of teaching is accessible to all pupils to equip them with skills and understanding in topics relating to PSHE and RSE to enable them to thrive in contexts in and beyond school.

Safeguarding includes preventing impairment of children's mental as well as physical health or development. Our Mental Health Lead undertakes and leads training and works with staff to ensure pupils have awareness and good strategies for **mental health**, as well as reminding staff of awareness of mental health issues to enable them to recognize potential signs and to support those with mental health concerns. The Mental Health Lead ensures that suitable pastoral systems of liaison are in place to provide and signpost sources of support. Staff are also reminded of the potential links between mental health problems and safeguarding, eg. in relation to abuse, neglect or exploitation, and of the need to contact the DSL or DDSL for prompt action. We are also aware that pupils with specific learning challenges may be potentially vulnerable and thus ensure that appropriate support is in place. While we would not attempt to diagnose mental health problems, we are aware that adverse childhood experiences may be a factor, and will remain particularly vigilant where these are known to us.

For further guidance see Mental Health and Behaviour in Schools (2018)

Class teachers, form tutors and those with pastoral responsibilities are reminded of skills for listening to pupils and of enabling a good environment for pupils to express any emerging

concerns. Pupils are assured that any concerns they raise will be taken seriously and that appropriate action will be taken.

While retaining essential confidentiality, we raise awareness among relevant staff relating to potential difficulties faced by pupils with previous or ongoing welfare concerns, e.g., those with a social worker, thus enabling the key staff to support pupils and encourage best outcomes. Where relevant the DSL or DDSL will liaise between Children's Social Care and relevant school staff for this purpose.

We would intervene appropriately if aware of **harmful behaviours** such as alcohol or drug misuse, in line with school behaviour policies and following guidance issued by the Police including searching, confiscation, online crime and sharing indecent images.
When to call the police (NPCC)

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. We ensure that robust procedures and guidelines are developed, reviewed, updated and communicated throughout the school community for **both onsite and home learning.**

To ensure ongoing compliance with government updates, for example as a result of Covid-19, risk assessments, procedures and guidelines for Trustees, Staff, Peripatetic Teachers and Volunteers, Pupils and Parents are regularly undertaken, reviewed and communicated. Updates to this Policy are issued by email and made available via the school office.

The safeguarding policy and procedures are also formally reviewed annually by the Designated Safeguarding Lead and approved by Trustees to ensure that current legislation, guidance and multi-agency procedures are being followed.

The school operates in accordance with the Human Rights Act 1998, the Equality Act 2010, and the local multi-agency safeguarding arrangements. (The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.)

Under the **Human Rights Act (HRA)**, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right), includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

The school understands and recognises our obligations under the **Equality Act**, whereby schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). The school will also consider our duty to make reasonable adjustments for disabled pupils.

Trustees and school staff regularly consider how pupils are being supported with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race, eg. via training and discussions in staff INSET & meetings, SLT meetings, pastoral and SEN staff meetings, and in consultations with Headteacher and Trustees.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. The school could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

In line with Independent School Standards the school monitors key issues of concern and how to improve pupil and student outcomes. The school is conscious that some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, racial discrimination or misogyny/misandry (hatred or prejudice towards females/males). School staff maintain a zero tolerance attitude to any such bullying or discrimination, and remain approachable for pupils to raise any emerging concerns. Specific support would be put in place following any concerns raised. Our school ethos, Pupil Voice and PSHE programme reinforce positive respect for all.

For further details:
Human Rights Act (1998, gov.uk)
Equality Act (2010) Advice for Schools (DfE)
Technical Guidance on Public Sector Equality Duty (Equality and Human Rights Commission, updated April 2023)
European Convention on Human Rights

All children have the right to be protected. Teachers and other school staff are particularly well placed to notice signs of abuse, changes in behaviour and failure to thrive, because they have daily contact with the children. People who abuse children can be from any section of society, often appearing respectable and caring. This may make it challenging for the children they abuse to be believed, so staff are trained in whistleblowing, recognizing and responding to concerns.

It is important to be aware of potentially overlapping concerns and of vulnerability to extra-familial harms. All staff are aware that there may be links between substance misuse, online concerns and different forms of abuse and exploitation. We maintain a multi-agency approach which allows any assessment to consider all the available evidence, including contexts outside the home.
What is Contextual Safeguarding (NSPCC 2019)

Where the terms of 'victim' and 'alleged perpetrator' are used, it is understood that abuse may be complex, and that a 'perpetrator' may also be a 'victim' in a wider context. Staff would not necessarily use these terms with the pupils, recognizing that a 'perpetrator' may also have suffered harm.

Staff are also aware of the potential impact of intra-familiar harm and abuse on other family members, and the DSL or DDSL will liaise with relevant staff to ensure awareness and support for siblings where appropriate.

We recognize the need to follow up any instances where the child's situation does not appear to be improving, including escalation procedures with external agencies as relevant.

Statutory reading

All Trustees, staff, volunteers and peripatetic staff need to read and understand Keeping Children Safe in Education (KCSIE) (Sept 2023) <u>Part 1</u> (or just Annex A for staff not working directly with children).

[Keeping Children Safe in Education Sept 2023](#)

KCSIE Information Annex (also included with Part One) gives further details and links for specific safeguarding issues. School leaders and staff who work directly with children should read this information.

All Trustees, Staff, Peripatetic Staff and Volunteers should also read and be familiar with
[What to do if you are worried a child is being abused: advice for practitioners, March 2015](#)

In all matters relating to child protection the school will adhere to the following statutory requirements, guidelines and frameworks:
- [The Children Act (gov.uk, 1989)](#)
- [The Children Act (gov.uk, 2004) - Every Child Matters](#)
- [Section 157 of the Education Act (gov.uk, 2002)](#)
- [Independent School Standards (DfE, 2019)](#)
- [Statutory framework for EYFS (DfE Sept 2023)](#)
- [Safeguarding children and protecting professionals in Early Years settings: Online safety guidance for practitioners (UK Council for Internet Safety / gov.uk 2019)](#)
- Hertfordshire Safeguarding Children Partnership Child Protection Procedures, amended and updated online at https://hertsscb.proceduresonline.com/index.htm
- https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 (Dec 2023)
- [Multi-agency statutory guidance on Female Genital Mutilation (gov.uk, updated July 2020)](#)
- [Information Sharing - Advice for practitioners providing safeguarding services to chidren, young people, parents and carers (gov.uk, 2018)](#)
- [Data Protection Act (gov.uk, 2018)](#)
- [Data Protection in Schools (DfE Feb 2023)](#)
- [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, 2015)](#)

- [Counter Terrorism and Security Act 2015 – Section 26](#) – known as the Prevent duty
- [Protection of Freedoms Act (gov.uk, 2012)](#)
- [Equality Act (gov.uk, 2010)](#)
- [https://www.governmentevents.co.uk/wp-content/uploads/2020/10/When-to-call-police-guidance-for-schools-and-colleges.pdf](#)
- [Charity Commission Guidance (gov.uk, 2020)](#)
- Behaviour in schools (DfE, 2022) [/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf](#)
- [Searching, Screening & Confiscation (DFE, 2022)](#)
- [Working together to improve school attendance (gov.uk, updated Aug 2023)](#)
- [Keeping children safe in out of school settings (DfE, updated Apr 2022)](#)
- [Digital and technology standards in schools and colleges (DfE, updated March 2023)](#)
- [The Charity Commission guidance Safeguarding and protecting people for charities and trustees (June 2022)](#)
- [Research on multi-agency practice principles for responding to child exploitation and extra-familial harm](#)

See Appendices following the Policy for additional guidance.

Information on School Policies relating to aspects including Recruitment, Staff Code of Conduct and Behaviour Management are available from the school office upon request

2. <u>Aims of this Policy</u>

- To maintain and embed a culture of openness in which the school's values and expected behaviour are constantly lived, upheld, monitored and reinforced by all staff.

- 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 which may include concerns relating to Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), County Lines, radicalisation, upskirting or Honour based Abuse (HBA) such as forced marriage, Female Genital Mutilation (FGM) and breast ironing. Staff are also made aware of the potential serious emotional and psychological impacts of being exposed to domestic abuse. Safeguarding induction training for all Staff, Volunteers, Peripatetics and Trustees covers key aspects from KCSIE and this Policy, including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and to ensure we, the school, contribute to assessments of need and support arrangements 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 enhanced Disclosure and Barring Service (DBS) check (according to statutory guidance), and that a central record is kept.

- To ensure that children at risk of harm will be supported in line with a Child Protection Plan, where deemed necessary.

- To ensure that children are given the skills they need to recognise and stay safe from abuse, including teaching pupils about healthy and safe relationships, and how to recognize when a relationship may be controlling, coercive or unsafe.

- The policy and procedures are updated in line with local and national guidance, and staff are briefed via meetings and emails. Staff expertise is taken into account in developing procedures.

- The DDSL and eSafety Coordinator briefs staff on new aspects of online safety as they arise.

- Staff also undergo regularly updated training via the Smartlog programme.

3. Contact Details for Safeguarding Team and External Agencies

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

Roles	Names	Telephone / email
Designated Safeguarding Lead (DSL)	Heather Lees	01582 767566 safeguarding@thekingsschool.com
Deputy Designated Safeguarding Lead (DDSL, Early Years/King's & Online Safety)	Colleen Edmonds, Head of Primary	01582 767566 safeguarding@thekingsschool.com
DSL Early Years, Highfield Preschool	Sandra Case, Manager	01582 320566 info@highfieldpreschool.com
Chair of Trustees and Designated Trustee for Safeguarding	Ashraf Farahat	01582 767566 ashraf.farahat@thekingsschool.com
Headteacher	Andy Reeves	01582 767566 kings.pa@thekingsschool.com
Head of Secondary & Mental Health Lead	Sally Hart	01582 767566 sally.hart@thekingsschool.com
Pastoral Care & Staff Wellbeing	Charles Hammond	01582 767566 charles.hammond@thekingsschool.com
Bursar	Eleanor Taylor	01582 767566 bursar@thekingsschool.com
Designated First Aider	Lynette Hughes	01582 767566 lynette.hughes@thekingsschool.com
SENCO	Jane Judson	01582 767566 jane.judson@thekingsschool.com

**Harpenden
Hertfordshire, AL5 4DU**

Regulators Details: **URN 117650 Independent Schools Inspectorate (ISI)
Last inspections by ISI Compliance Sept. 2019 & Ofsted Dec. 2016**

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

Insurance Company: **Ansvar Insurance Company Ltd**   Tel No: **08456 020 999**

Proprietors: **Kingdom Education Ltd., Elmfield, Ambrose Lane, Harpenden
AL5 4DU   Charity No: 291913   Company No: 1901401**

Hertfordshire Children's Social Care		0300 123 4040 0300 123 4043 (Referrals & Out of Hours)
Online tool Report Child Abuse to Your Local Council	This links to contact details for Children's Social Care for relevant county of residence.	https://www.gov.uk/report-child-abuse-to-local-council
Hertfordshire Multi Agency Safeguarding Hub (MASH) / Schools Consultation Hub		01438 737511
LADO Hertfordshire		01992 555420 LADO.Referral@hertfordshire.gov.uk
Child Protection School Liaison Officer (CPSLO)	Paula Hayden	01992 556710
Police		999 (emergency) 101 (non-emergency)
Hertfordshire Safeguarding Children Partnership	HSCB Office, Room 127, County Hall, Hertford, Herts. SG13 8DF	0300 123 4043 https://hertsscb.proceduresonline.com/ mary.moroney@hertfordshire.gov.uk
Teacher Referral Agency		Contact is made using the Teacher Referral procedure at: https://www.gov.uk/teacher-misconduct-referring-a-case
Prevent	Emma Maxwell	01438 735396 / 07534 909682 emma.maxwell@herts.pnn.police.uk
Preventing extremism	DfE helpline	020 7340 7264 counter-extremism@education.gsi.gov.uk
FGM:	All concerns relating to FGM should be reported to the local police	Police on 101 or, in an emergency, 999
Child Protection Advice Line 31:8	Advice helpline	0303 003 11 11 info@thirtyoneeight.org
NSPCC	Advice helpline Whistleblowing advice line	0808 800 5000 help@nspcc@org.uk 0800 028 0285

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.

All Trustees attend safeguarding and child protection training with the DSL at their induction (including online safety aspects). At the start of the Autumn Term there is an annual focus on Safeguarding at the Trustees Meeting, relating to updates in KCSIE, with review of the updated school safeguarding policy and an annual report provided by the DSL with updates on the school's interventions to support pupils. The DSL and Headteacher also provide the Trustees with safeguarding updates throughout the year.

The Trustees are thus equipped to understand safeguarding requirements, to test these and assure themselves that the safeguarding policies and procedures in place are effective and support a robust, whole school approach to safeguarding. Trustees are actively involved in audits of school practice, including for example the Single Central Record (SCR) and the PSHE curriculum.

In particular the Trustees ensure:
- Child protection policy and procedures are updated, freviewed at least annually and followed
- Safe recruitment procedures
- Appointment of a Designated Safeguarding Lead (and Deputy), who receive training updates in multi-agency procedures
- Relevant child protection training for Trustees, Staff, Peripatetic Staff and Volunteers is attended
- Safe management of allegations and appropriate response to low level concerns
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- Pupils are taught skills of how to keep safe, including online.
- Liaison with IT Manager and SLT to ensure effective filtering and monitoring provision, review (at least annually) and ensuring staff awareness of their roles and responsibilities.

Role of the Designated Safeguarding Lead (DSL)

DSLs: Heather Lees (King's), Sandra Case (Preschool), DDSL: Colleen Edmonds

- Ensure that he/she receives refresher training regularly (every 2 years for multi-agency working, plus updates on procedures), as well as remaining up to date with emerging issues and guidance particularly in relation to understanding the impact of adversity on children's wellbeing and mental health, on online issues, and in liaising with other agencies to assess, refer and support pupils in line with current advice on thresholds and appropriate information sharing.
- 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, by email and via Smartlog online training)

- Encourage a culture of listening to children, taking account of their concerns, views and feelings, and promoting pastoral skills for good communication and pastoral as well as academic support.
- Ensure that newly appointed staff (including any temporary staff or supply teachers), volunteers and Trustees receive child protection induction and training.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Support staff in any multi-agency liaison.
- Ensure that the Headteacher is kept informed of significant concerns, and maintain effective liaison with the Mental Health Lead, SENCo, pastoral staff, IT team and other staff as relevant, remaining alert to specific challenges of children who may need support in order to provide or signpost sources of support.
- Develop effective working relationships with other agencies and services and act as a point of contact for assessments and support.
- Decide whether to take further action about specific concerns e.g. referral to Children's Social Care, Channel, DBS, police or LADO.
- Ensure that detailed and accurate safeguarding records are recorded and kept securely and confidentially. Records include details of the concern, actions taken, reasons for decisions and the outcome.
- Child protection files are transferred securely between schools, separate to the main pupil file. The DSL or DDSL arranges prompt transfer to the next school or college when the pupil leaves or is about to transfer (normally within 5 days for an in-year transfer or within 5 days of the start of a new term). Particularly where a pupil has had a social worker or has been a victim of abuse, in order to ensure that support is in place on their arrival we would consider liaising with the next school or college and sending details ahead of the pupil transfer. We seek confirmation of receipt of safeguarding documents.
- In consultation with SENCO and pastoral staff as appropriate, we may send information to the next school or college to enable pastoral support to be in place and may contact the relevant support teams at the next school or college ahead of the pupil transfer.
- When we receive information about a pupil, we share the essential aspects with SEN and pastoral staff to ensure best support.
- 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, and supporting children who have or have had a social worker to maximise their potential.
- Provide guidance to parents, pupils and staff about obtaining suitable support and promote engagement with sources of support.
- Ensure that in liaison with Trustees the child protection policy is reviewed at least annually and made available publicly so that parents are aware of the school's role.
- The eSafety Coordinator to train staff in online safety and to promote knowledge on keeping children safe online at home and in school.
- Liaise with SENCO to ensure pupils are supported in their knowledge and ability to stay safe in a range of contexts, including online.
- To liaise with the Headteacher to inform and liaise on safeguarding issues which arise, especially in the case of any ongoing enquiries under section 47 of the Children Act 1989 and any police investigations. Staff would liaise with police, ensuring the requirement is met for children to have an Appropriate Adult present eg. during a police search. Further information can be found in the Statutory guidance relating to police actions including questioning, searching and detaining PACE Code C (2019).

https://www.gov.uk/government/publications/pace-code-c-2019

- To liaise with IT Manager, IT Trustee and SLT to understand, ensure and review (at least annually) effective provision of filtering and monitoring, plus ensure training and updates on roles and responsibilities for staff as well as online safety teaching for pupils. (See Section 13 on Cybersecurity for details).

Role of the Deputy Designated Safeguarding Lead (DDSL)

At The King's School, the DDSL carries oversight for the Early Years and online safety in conjunction with the DSL. The DDSL undertakes multi-agency training every 2 years and carries out the above role in place of the Designated Safeguarding Lead as required.

Both the DSL and DDSL are members of the Senior Leadership Team (SLT). Safeguarding is on the Agenda of each SLT meeting, and safeguarding issues and training are discussed as relevant.

Further guidance on the role of the DSL and DDSL is followed as listed in KCSIE (Sept 2023).

Role of staff and volunteers

Staff and volunteers should remain vigilant to possible signs of concern and should report any concerns to the DSL or DDSL without delay.

If staff are unable to contact the DSL, DDSL, DSL Sandra Case (Preschool) or Headteacher and 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 the 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.

Multi-agency working

We consult the Multi Agency Safeguarding Hub (MASH) for advice and liaise with Children's Services, Police, Local Authority Designated Officers (LADO), and other external agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. We work with Children's Social Care, health services, police and other agencies as relevant. We follow procedures of the Hertfordshire Children's Safeguarding Partnership. We liaise with Children's Services and use the Families First portal to proactively seek and signpost appropriate early help for any families who may benefit from support in enabling their children to thrive and reach their potential. In emerging cases of repeat and/or prolonged absence we liaise promptly with parents and relevant agencies to check wellbeing and improve attendance. We attend multi-agency meetings, and liaise fully with external agencies in deciding and conducting appropriate assessments and coordinated intervention and support, for example in relation to a Child Protection Plan.

<u>Teaching skills for safety and wellbeing</u>

The programme of PSHE and RSE includes age-appropriate teaching on safety and wellbeing, including online safety. The programme is coordinated and updated by the PSHE Coordinator in liaison with key staff including the Mental Health Lead and the eSafety Coordinator

5. <u>Specific Safeguarding Issues</u>

<u>See Keeping Children Safe in Education (KCSIE) Sept 2023 Information Annex for further details of specific safeguarding issues, indicators of abuse and how to respond</u>

<u>Contextual safeguarding and extra-familial harm</u>

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, and may be vulnerable to multiple harms. Extra-familial harms might include criminal exploitation, sexual exploitation, serious youth violence or potential radicalisation, including the threat of online harm.

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

<u>Children at risk of harm through gangs and youth violence</u>

Staff are reminded of indicators which may signal that children are at risk from or are involved with serious violent crime such as with gangs, and other risks of harm.

These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

For further details see:
[Preventing youth violence and gang involvement - Advice for Schools & Colleges (Home Office, March 2015)](#)

We will liaise with local agencies in order to remain vigilant and to pass on concerns via Children's Social Care or the police in line with Hertfordshire Safeguarding Children Partnership procedures and government guidance:
[Ending gang and youth violence (Home Office, 2016)](#)

<u>Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and trafficking</u>

These may occur where there is a power imbalance leading to coercion, sometimes involving deception or violence or threats of violence; it may be single or multiple incidents, perpetrated by individuals or groups, and may appear consensual, perhaps with the victim seeking financial

benefit or status or protection or perceived affection. There may be significant overlap in types of abuse. A child perpetrator may also be a victim.

Child sexual or criminal exploitation 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 or criminal activity. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology, such as grooming a child via the internet, forcing a child to look at sexual images or involving a child in the production of sexual images.

Some of the following signs may be indicators of criminal and/or sexual exploitation where children
- appear with unexplained gifts, money or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional wellbeing
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or who do not take part in education
- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display behaviours beyond expected sexual development or become pregnant

Children and young people may also be exploited for criminal purposes such as theft or illegal labour. They may be involved in working in cannabis factories, shoplifting or pickpocketing. They may also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children may become trapped by threats of violence to themselves or to their families, or by debt. They may carry a weapon such as a knife. They may be vulnerable as victims, even if it appears that they have consented to an activity. The experience of girls may be different to that of boys, and both boys and girls being criminally exploited may also be at higher risk of sexual exploitation.

Staff need to remain vigilant for signs such as changes in behaviour or mental health, or unexplained absences, and to report concerns to the DSL or DDSL without delay.

County Lines

Drug networks or gangs groom and exploit children and young people to move, store and sell drugs and transfer money, often via a phone line. They may be recruited online eg. via social media. Children may be threatened by debt or by violence towards themselves or their families. Children and young people may be exploited for 'plugging', where drugs are concealed internally; they may have their bank accounts used to facilitate drug dealing, and they may be found in accommodation such as a 'trap house' used for drug dealing or 'cuckooing' in a home or in a hotel. Absences and signs such as those listed above may indicate that a child or young person has become involved in transporting drugs or money.
[Criminal exploitation of children and vulnerable adults across county lines (Home Office, updated 2020)](#)

Modern Slavery
This includes human trafficking, servitude and forced or compulsory labour. Exploitation may include sexual exploitation, forced labour, forced criminality or the removal of organs.

For details of how to contact the National Referral Mechanism, see [Modern slavery: how to identify and support victims. (Home Office, updated Jul 2023)](#)

Honour based Abuse (HBA)

This was previously referred to as honour based violence, and the designation has been changed to recognize non-violent forms of abuse.

Honour based abuse 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 HBA include practices performed by perpetrators on victims for cultural or socio-conventional motives which have harmful consequences.

These include female genital mutilation (FGM) (see below) forced marriage, breast ironing and dowry abuse. Forced marriage is one involving threats or coercion, which may be physical, emotional or psychological.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Staff are trained in knowing how to respond if aware of these and we would involve external agencies such as the police.
[Forced marriage (gov.uk, updated Mar 2023)](#)

Further guidance on forced marriage:
Staff are reminded to remain vigilant to any changes in mood, academic engagement, attendance and any restrictions to pupils' freedom and to report to the DSL or DDSL without delay. The DSL/DDSL would then follow government guidance in responding to concerns of possible forced marriage, including the points below.
[The right to choose (gov.uk, updated Apr 2023)](#)

*Do **NOT:***
- Treat such allegations merely as a domestic issue & send the pupil back to the family home.
- Ignore what the pupil has told you or dismiss out of hand the need for immediate protection.
- Decide that it is not your responsibility to follow up the allegation.
- Approach the pupil's family or those with influence within the community, without the express consent of the pupil, as this will alert them to your concerns and may place the student in danger.
- Contact the family in advance of any enquiries by the police, the Forced Marriage Unit (FMU) or Social Care.
- Share information outside what is permitted by information sharing protocols without the express consent of the pupil.
- Attempt to be a mediator or encourage mediation, reconciliation, arbitration or family counselling.

The school PSHE and RSE curriculum enables pupils to understand that they have a legal right to choose a partner, and reminds pupils to talk to a member of staff if they have any concerns, who will then be able to help the pupil to seek appropriate support.

Female genital mutilation (FGM)

Staff and volunteers should contact the DSL or DDSL with regard to any concerns about female genital mutilation (FGM), and there is a specific legal duty on teachers to report concerns to the police. We follow local authority published safeguarding procedures which involves contacting police if it is believed that a crime of FGM has been or may be about to be committed.

FGM is the partial or total removal of external female genitalia or other injury to the female genital organs, 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. Information on warning signs that FGM may be about to take place, or may have already taken place, can be found here:
[Multi-agency statutory guidance on Female Genital Mutilation (gov.uk, updated July 2020)](#)

Domestic abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage

relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

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

Pupils are taught at age appropriate stages in PSHE and RSE to recognize signs of controlling or coercive relationships in a range of contexts and how to seek help for themselves or for someone else.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available:
Refuge runs the **National Domestic Abuse Helpline: 0808 2000 247 + online chat facility.** The website provides guidance and support, plus a form through which a safe time for the team to call can be booked.
https://www.refuge.org.uk/   https://www.nationaldahelpline.org.uk/
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/
https://safelives.org.uk/   https://www.operationencompass.org/
https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support
https://www.operationencompass.org/

Operation Encompass helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school (usually the DSL or DDSL) before the child or children arrive at school the following day.

Operation Encompass provides an advice and helpline service 0204 513 9990 (8am-1pm Mon – Fri) for all staff members from educational settings who may be concerned about children who have experienced domestic abuse.

<u>Children who may require additional support</u>

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 (EHCP)
- 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.

Children with Special Educational Needs and Disabilities (SEN)

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 or abuse than other children;
- The potential for being disproportionally 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, anger management strategies, cognitive behavioural skills and listening to SEND pupils' wider concerns during 1:1 educational support sessions, group sessions and an informal drop in facility.

The SENCo also facilitates Mentoring for pupils with aspects of autism to be supported by a designated member of staff. This includes talking with a pupil who has received a disciplinary sanction, helping the pupil to understand the rationale and how to move forward in their behaviour.

Cybercrime

This may include hacking a computer system; 'booting' (overwhelming with internet traffic) or malware (malicious software such as viruses, spyware, ransomware, botnets and Remote Access Trojans). Children with particular skill and interest in computing may inadvertently or deliberately become involved in cybercrime.
Cyber Choices is a national programme to educate, intervene and support where young people are at risk of becoming involved in cybercrime:
https://www.met.police.uk/cyberchoices

Homelessness

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour. The school is prepared to liaise on a multi-agency basis to seek support for families who are homeless or threatened with homelessness, eg. via the relevant Local Housing Authority.

Child on child abuse, including online abuse, bullying, sexual violence, sexual harassment, sexting / sharing indecent images, upskirting, initiation rites

The Trustees, Senior Leadership Team, and all staff at The King's School are committed to the prevention, early identification, and appropriate management of child on child abuse (as outlined below) both within and beyond the school. The school has a zero tolerance of abuse and will act accordingly.

We recognize that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is not being reported. We recognize that child on child abuse may take place online as well as in the school, and it is made clear to pupils that the school will act to support the wellbeing of pupils if we become aware of such concerns.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying which may be homophobic, biphobic or transphobic)

- abuse in intimate personal relationships between peers

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment (see below) such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Sexual violence and sexual harassment can occur between two children of any age and sex, including online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

All staff are reminded of the essential importance of:
- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment

This is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside school. (Sexual harassment is referenced here in the context of child on child sexual harassment.) Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (which may be sexual violence – it is important to consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature
- online sexual harassment - this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nudes and semi-nudes, images and/or videos
  - sharing of unwanted explicit content
  - upskirting (a criminal offence – see below)
  - sexualised online bullying
  - unwanted sexual comments and messages, including on social media
  - sexual exploitation
  - coercion and threats

All concerns are to be referred to the DSL or DDSL, who will consider whether there are additional factors involving any power imbalance, coercion or exploitation and will refer to Children's Services and police as necessary.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and abusive.

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Minimising the risk of child on child abuse, sexual violence and sexual harassment and responding to concerns

We recognize the need for all staff to be aware of appropriate and inappropriate behaviours and to encourage confidence in raising concerns.

- To minimise the risk of child on child abuse pupils are educated at age appropriate stages on respectful relationships and aspects of consent as part of the PSHE and RSE curriculum and in other contexts such as tutor groups.
- Pupils are taught about equality and protected characteristics, to enable them to understand at age-appropriate levels that those of all backgrounds, sexual orientations and genders must be treated fairly and respectfully.
- Pupils are reminded and encouraged to speak with a member of staff such as their class teacher or tutor if they have any emerging concerns. This is promoted and pupils are reminded that their concerns will be taken seriously and that appropriate action will be taken.
- Pupils are assured that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Staff are trained and reminded on being ready to listen to concerns, taking them seriously, reassuring the pupil that they have done the right thing in speaking about the issue, and in reporting to the DSL or DDSL promptly to ensure appropriate action.
- Pastoral and disciplinary measures will be taken as necessary, including ensuring that victims and alleged perpetrators are given support, taking into account their wishes and feelings and including how best to accommodate their ongoing learning provision.
- Parents would be informed (unless this were likely to lead to increased risk of harm) and if necessary further support would be suggested for the pupils as appropriate.
- Liaison would be undertaken with external agencies as appropriate.
- Records of allegations, conversations, actions and outcomes will be kept in line with safeguarding procedures.

Research has shown that many children who present with harmful behaviour towards others, in the context of child on child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of a peer. Staff will remain alert to this and will liaise with multi-agency organisations as appropriate.

Staff are reminded to always reassure anyone raising a concern that they are being taken seriously (regardless of how long it has taken them to come forward) and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college would not be downplayed and would be treated equally seriously. A victim would never be given the impression that they are creating a problem by reporting a concern. Nor would a victim ever be made to feel ashamed for making a report. Staff are reminded to thank the pupil for letting them know, to reassure them that they have done the right thing in speaking with them, and that appropriate action will be taken for support as relevant.

The school's PSHE programme proactively reminds pupils that the law is in place to protect children and young people rather than criminalise them, and anyone raising a concern would have this explained to them if relevant, in such a way as to avoid alarm or distress.

Further information:-

The school follows guidance on sexual harassment, sexual violence and harmful sexual behaviour (HSB) in line with government guidance now included in Part 5 of KCSIE (Sept 2023) - formerly in separate document 'Sexual violence and sexual harassment between children in schools and colleges (Sept 2021)'

[Sharing nudes and semi-nudes: advice for education settings working with children and young people (gov.uk, 2020)](#)
Pupils are taught that sharing indecent images may be a criminal offence. The school would follow guidance: [Searching, screening and confiscation in schools (gov.uk, updated 2023)](#)

School Policy and Procedures on Child on Child Abuse

Appendices for further information on sexual violence

Serious violence

Indicators that a child may be involved in serious violence may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries, unexplained gifts, money or new possessions. Risk factors which increase the likelihood of involvement in serious violence include being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

For further advice:

[Criminal exploitation of children and vulnerable adults across county lines (Home Office, updated 2020)](#)

https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
This includes some useful points on supporting young people who may be caught up in criminal exploitation, eg. including the young person's strengths and future options and asking the young person what they would like to happen.

Child absent or missing from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines (or it may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage). It is important the school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where

being absent from education may increase known safeguarding risks within the family or in the community.

In line with the school Attendance Policy we respond promptly to any unexplained absence and to any emerging concerns relating to absence, and would liaise with external agencies as appropriate, particularly if we are aware of existing safeguarding concerns and/or if the child has a social worker or support plan in place. Relevant members of SLT would take steps to provide and signpost support for parents and pupils re. improving attendance. Where necessary school would contact police if the child's whereabouts was unknown.

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. The school office will telephone the parent(s) within one hour if the school has not received prior notification of absence. The office will continue to attempt to make contact. If there is no response from the parent(s) then the school office will phone the alternative contact numbers. If there is still no response, the school office will inform the DSL or DDSL, who will contact the Multi Agency Safeguarding Hub (MASH) to ensure appropriate action is taken to ensure the safety of the child.

For a pupil with a Child Protection Plan the DSL or DDSL would inform Children's Social Care without delay in the case of any unexpected or unexplained absence.

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.

The school informs the Local Authority in line with statutory guidance on admissions and transitions.

'Children missing education' are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

For further guidance see:
Children missing education (gov.uk, 2016)
Working together to improve school attendance (Home Office, 2011)
Missing children and adults strategy (Home Office, 2011)
Summary table of responsibilities for school attendance (DfE, Sept 2022)

Elective Home Education

Many home educated children have a very positive experience, but for some children home education may mean that they are less visible to services which are able to provide support. Schools must inform the local authority if a child is taken off the admissions roll. Where a parent or carer has expressed their intention to remove a child from school with a view to educating at home, school would aim to discuss the intention with the parent/carer before a final decision had been made, to fully discuss their reasons and to ensure that the child would be well supported at home in their wellbeing and learning. Relevant school staff would be ready

to liaise with other professionals, particularly where a child has SEND, is vulnerable and/or has a social worker.

See   Elective home education (DfE, 2019)

Preventing radicalisation

We understand the need to prevent people from being radicalised, with the possible ensuing risk of being drawn into extremism and terrorism.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing apolitical, religious or ideological cause.

There is no single way of identifying who is likely to be susceptible to an extremist ideology. Factors that may have a bearing on someone becoming vulnerable may include: family and friends, peer pressure, influence from other people or via social media or the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

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.

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**.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Where risks of vulnerability to being drawn into terrorism are suspected or confirmed, we would make a referral to the Prevent team at prevent@herts.pnn.police.uk using the Channel Referral Form available via Hertfordshire Safeguarding Children Partnership Procedures.

Channel then assesses vulnerability around three criteria: **Engagement** with a group, cause or ideology; **Intent** to cause harm; and **Capability** to cause harm.

The criteria are considered separately as experience has shown that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged. These factors taken together form a holistic view of the vulnerability of an individual that will inform decisions on whether an individual needs support and what kind of support package may be appropriate.

DSL and other 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 new staff and volunteers complete Channel General Awareness training as part of their induction via the link below, and all existing staff and volunteers refresh their Prevent training on a regular basis via Smartlog.

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.

The DSL would consider sharing relevant information with the next school or college, e.g., relating to a pupil receiving support through the Channel programme.

Pupils, parents and carers are also reminded of eSafety concerns when accessing the internet elsewhere, including during periods of home learning.

In line with the principles of the Prevent 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 PSHE and tutor times, as well as in Assemblies and special events, we promote British values such as democracy, rule of law, community cohesion and respect for those with different beliefs. Pupils are encouraged to develop critical thinking skills and to check the reliability of information such as social media.

See also School Preventing Extremism and Radicalisation Policy.

For further guidance:
https://educateagainsthate.com/
National helpline for Prevent guidance: 0800 011 3764
Managing risk of radicalisation (DfE, Oct 2022)
Making a referral to Prevent (DfE Oct 2022)
National helpline for Prevent guidance 0800 011 3764
Herts Prevent referral form is available via Herts Safeguarding Children Partnership:
https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html

Looked-after children & Virtual School Heads

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. (Looked after children are also often referred to as children in care, a term which many children and young people prefer.)

For further guidance:
https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children/

The designated teacher for looked-after and previously looked-after children (DfE, 2018)

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 and trained to promote the welfare of any looked after children.

If a looked after or previously looked after child were to join the school, initially the DSL would contact the Multi Agency Safeguarding Hub (MASH) as relevant, who would ensure referral and support via Children's Services and/or police. A Designated Teacher would be appointed to assist the DSL in ensuring the best provision and welfare of the child. They may further liaise with the Children Looked After Team via the Hertfordshire Children's Safeguarding Partnership for ongoing support. (Children Looked After Teams provide social work services to children aged 18 and under who are looked after by Hertfordshire Children's Services. Teams are made up of Social Workers, Children's Practitioners and Support Officers who work together to provide the best service possible to the children.)

All looked after children have a Personal Education Plan (PEP) care plan. A PEP is a statutory requirement to ensure that a record is maintained regarding the child's educational progress and thus it forms an integral part of the child's overall care plan. The PEP should detail what needs to happen in order for the looked after child to fulfil their potential. The Local Authority are under a duty to ensure that the PEP fully reflects the educational needs of the child, remains relevant to the child's age, ability and aptitude, and is implemented effectively.

The designated teacher would liaise with the Children's Services Virtual School Head to ensure reviews of the PEP and appropriate provision for the pupil.
https://www.hertfordshire.gov.uk/microsites/Virtual-School/Hertfordshire-Virtual-School.aspx

In line with development of the role of Virtual School Heads (VSH), the DSL and appropriate school staff (such as SENCo and Mental Health Lead) will liaise with relevant authorities to continue to promote the welfare and educational outcomes of pupils who currently have or who have previously had a social worker (CWSW) as well as looked after or previously looked after children. We would appoint a Designated Teacher for specific liaison as relevant.
Promoting the education of looked-after and previously looked-after children (DfE, 2018)

Promoting the education of children with a social worker Virtual School Head role extension (DfE June 2022)

Private fostering

This 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.

Relationships Education (Primary) and Relationships and Sex Education (Secondary)

Pupils are taught about healthy relationships in age appropriate ways, e.g. referring to families and friendships, including skills for respectful understanding and maintaining good relationships. Statutory guidance is followed in delivering a programme of learning and discussion throughout the school in PSHE lessons and Tutor times etc. Pupils learn how to recognize if a relationship may be controlling or harmful, and how to seek support for themselves or for a friend. Parents and Trustees have been involved in the development of the curriculum. Where there is specific detailed teaching of sex education within this programme, parents are informed in advance of the session and the relevant right to withdraw a child is explained. Any parent wishing to withdraw a pupil from a specific teaching session would be invited to speak with a member of the Senior Leadership Team and encouraged to cover the information with their child at home. Specific teaching sessions will be arranged for pupils to learn about puberty, and for Secondary pupils to learn about intimate relationships at age appropriate stages. Further details are available in the Relationships / Relationships and Sex Education Policy – this will be made available to parents electronically and a copy will be available via the school office.

Online safety

All staff are aware that technology may be significant in many safeguarding and wellbeing issues, and that abuse may take place concurrently online, face to face and in daily life, including online peer abuse such as harassing or misogynistic messages and sharing of indecent images. Staff and pupils are reminded and encouraged to raise any emerging concerns with Colleen Edmonds, Deputy DSL and eSafety Coordinator.

The eSafety Coordinator remains familiar with sources of advice and support, ensuring staff are updated in online safety training, and promoting advice to parents and carers, e.g. in the Induction Evening for new parents. Staff, pupils and parents are advised on how to report concerns and how to liaise with external agencies where necessary.
We recognize that proactive teaching of online safety is important in age-appropriate lessons, tutor times and PSHE discussions. Colleen Edmonds is invited to lead lessons on online safety at age appropriate levels as part of our PSHE programme. Staff and pupils are reminded to speak with Colleen Edmonds about any questions or emerging concerns relating to eSafety.

The eSafety Coordinator is involved in development of policies and procedures relating to both onsite and home learning, and ensures that all members of the school community are updated as new technologies emerge.

Parents and carers are updated with guidance on helping to keep children safe online, including signposting to helpful websites which are regularly updated. Parents and carers are reminded

via Parents' Evenings and emails of the need to be vigilant about their children's online use, and of how to set appropriate controls and to report any concerns.

Parents and carers are also informed of the school's filtering and monitoring system, Smoothwall, as well as the online systems and sites which pupils are likely to access for school purposes. Expectations are made clear to staff, pupils, parents and carers about appropriate online conduct, and about lines of communication between staff and pupils.

The Department for Education (DfE), in collaboration with partners in the UK Council for Internet Safety Education subgroup and the Samaritans, has developed advice for schools to support their approach to harmful online challenges and online hoaxes. (A hoax is a deliberate lie designed to seem truthful, and online challenges generally involve users recording themselves taking a challenge, and then distributing the video through social media channels, inspiring or daring others to repeat the challenge.) The link below includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
Harmful online challenges and online hoaxes (DfE, 2021)

UK Safer Internet Centre have a helpline for teachers etc supporting young people with an online safety question.
https://saferinternet.org.uk/professionals-online-safety-helpline

In order to promote safe online access via school IT systems the Trustees and school leadership review systems and procedures, including the Smoothwall filter and monitoring. DSL & SLT receive notifications of any attempted access to sites deemed inappropriate and follow up in line with safeguarding principles.

LGFL 'Undressed' provides advice about how to teach young children about being tricked into getting undressed online. https://undressed.lgfl.net/

For further details see:
Teaching online safety in schools (DfE, updated Jan 2023)
KCSIE (Sept 2023) Annex B for comprehensive list of resources

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 would follow guidance listed below and would liaise with the SEN staff in considering the additional vulnerabilities of SEND pupils or those with medical conditions. Usual practice

is through positive and proactive behaviour support, (e.g. an individual behaviour plan, agreed with parents or carers) which reduces the occurrence of challenging behaviour and the need to use reasonable force.
[Use of reasonable force in schools (DfE, 2013)](#)
[Reducing the need for restraint and restrictive intervention (gov.uk, 2019)](#)

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

6. Recognising Signs of Abuse and Neglect

See Appendices for detailed possible indicators of abuse and neglect

Staff should be aware that abuse, neglect and safeguarding issues can be but rarely are standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

Keeping Children Safe in Education (Sept. 2023) gives in Part One the following definition:
> 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. 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.

Trustees, Staff, Peripatetic Staff and Volunteers are reminded that anyone can make a direct referral to Children's Services if they are worried about a child who may be at risk of harm – See phone numbers on contacts page of this Policy or refer to contacts card.

In the interests of ensuring the safety of a child, this does not require parental consent.

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.

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.

7. <u>Responding to Concerns, Confidentiality & Record Keeping</u>

Staff remain approachable and the school builds an environment of respect and trust to encourage pupils to speak up about any concerns. Staff have a professional curiosity which seeks to understand, care for and support pupils. Class Teachers, Form Tutors, SEN staff, Mental Health Lead and all staff are available for pupils to speak with. Staff are aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful, and/or may feel embarrassed or humiliated, or are being threatened. Staff are mindful that some pupils may be particularly vulnerable, eg. with SEN, a disability, a language barrier, or relating to gender or sexuality, and additional support is given as appropriate, which may include scheduled or drop in sessions with a designated member of staff.

Staff reassure pupils that they are being taken seriously, that they have done the right thing in speaking up and that appropriate action will be taken for their support and safety. A pupil would not be given the impression that they are creating a problem by speaking up, nor should they feel ashamed for doing so. Staff will respect confidentiality and the pupil's wishes in line with safeguarding requirements to achieve the best outcomes.

All school staff have a duty of care to safeguard all pupils. All school staff and volunteers, both in teaching and non-teaching roles, have a responsibility to share relevant information relating to the protection of children in line with statutory guidance.
Staff understand how to identify children who may be in need of early help and how to access appropriate support. Staff understand that a child in need or a child who may be at risk of significant harm should be referred to Children's Social Care without delay. **If a child is in immediate danger or at risk of significant harm the police and/or Children's Social Care should be contacted immediately. In exceptional circumstances anyone can make a referral directly.**

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority Children's Social Care (and if appropriate the police) is made immediately.

The DSL and DDSL would liaise with early help services or more targeted support providers in line with the Continuum of Need threshold document available via the website of Hertfordshire Safeguarding Children Partnership.
[Hertfordshire safeguarding children partnership Continuum of Need (2023)](#)

Local authority children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process.

Relevant school staff would expect to remain in liaison with external agencies in the processes of assessment and provision of support, and would remain proactive in ensuring the best possible outcomes. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Usually if staff members have concerns about a child they should raise these with the DSL or Deputy via MyConcern or in person. Staff are reminded to pass on emerging concerns at an early stage, as the DSL & DDSL may be aware of additional factors. The DSL and Deputy attend multi-agency training and will ensure that concerns are reported and addressed in liaison with the relevant agencies.

Pupils may speak to someone whom they trust. It is important that the member of staff makes it clear that they might need to speak to someone about a problem to ensure that support is in place. They should not promise absolute confidentiality, and can guarantee only that they will pass on information to the minimum number of people who need to know in order to provide appropriate support. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff may need to terminate the conversation at that point, while reassuring the child that they would be willing to listen further if the child may wish to seek appropriate help. The adult should provide the DSL or DDSL with a written account of this without delay.

Steps will be taken 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 to eg. Children's Social Services.
- Reassure him or her that what has happened is not his or her fault.
- Reassure the child that he or she has done the right thing in telling you about this.
- Listen, rather than ask direct questions. DO NOT ASK LEADING QUESTIONS. (It might be necessary for external agencies to investigate further later.)

- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make notes during if appropriate or as soon after the conversation as possible.
- Use the actual words of the child where possible – these could be indicated with speech marks.
- It is important that records are factual, not based on conjecture.
- Mark on a diagram (such as the body map) the position of any visible bruising or other injury.
- Record any noticeable non-verbal behaviour and the words used by the child on the record of concern.
- Note the date and time of the incident/disclosure, the date and time of the report, the name and role of the person to whom the concern was originally reported and their contact details if necessary.
- Note the name and role of the person making the report if different to the above and their contact details if necessary.
- Note the names of all parties who were involved in the incident, including any witnesses to an event and what was said or done and by whom.
- Note any action taken, e.g. notes passed to DSL.
- Do not destroy the original notes or any evidence of concerns in case they may be subsequently needed as part of an investigation.
  Pass information to the Designated Senior Lead or Deputy without delay, including any original notes or evidence of concerns. A report must be made directly to DSL staff or via access to MyConcern at https://www.myconcern.co.uk/education-myconcern/ If, at any point, there is a risk of immediate serious harm to a Pupil you must inform your Safeguarding Lead(s) IMMEDIATELY.
- Copies of these records should not be kept by the member of staff or volunteer.
- The DSL or Deputy would then liaise as appropriate with the Multi Agency Safeguarding Hub (MASH) for guidance, or would immediately contact Children's Social Care or the police if there may be a risk of significant harm.

Records are kept of all concerns, discussions and decisions made, and the reasons for those decisions. Information is kept confidential and stored securely. Records include:
- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcomes.

Where appropriate, the DSL or Deputy liaises with the relevant staff on a 'need to know' basis to ensure ongoing vigilance, support and monitoring. The DSL or Deputy would also keep the relevant staff informed in outline of further steps which are being taken to support the child. 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 forwarding concerns, they should discuss the situation with the DSL, DDSL or Headteacher for further consideration and possible escalation to seek appropriate support. Any staff member may liaise with Children's Social Care directly if deemed necessary.

We recognize that dealing with a disclosure may be stressful. The DSL or Deputy will endeavour to support the member of staff or volunteer in this, and will signpost further pastoral support if required.

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

The completed Responding to Concerns forms are kept in a locked cabinet separately from the pupil's academic records or the secure electronic system of MyConcern is used for confidential recording and monitoring of concerns. The concerns are monitored for any increased level of concern and reassessment of response or action. All records of concerns and investigations are kept confidential and shared only with those who need to know. Any relevant information is shared under the guidance of the Local Safeguarding Children Partnership/Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018 and UK GDPR 2021, and Working Together 2023.

Staff have due regard to the data protection principles, which allow them to share personal information, as provided for in GDPR, UK GDPR 2021 and the Data Protection Act 2018. Staff are reminded of requirements relating to **special category personal data** and how and when to share data in line with safeguarding concerns and confidentiality.

The Data Protection Act and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. GDPR does not prevent schools from withholding education data where doing so would be in the interests of a child in a refuge. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

Particular attention is 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) and written records are kept and monitored.

Records of low-level behavioural concerns are also kept securely and confidentially. Staff liaise to ensure monitoring of emerging and ongoing concerns in order to provide appropriate support.

Sharing and retention of information is in line with Data Protection guidance. This includes online confidentiality, eg. as a general rule, emails sent to a number of parents should not include the names of individual pupils and parents should be 'blind-copied' into the email.
[Data Protection in Schools (DfE Feb 2023)](#)

8. <u>Staff Conduct</u>

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 Appendices and Staff Code of Conduct

9. <u>Allegations Against Staff or Volunteers, including low level concerns</u>

<u>Low level concerns</u>

As part of our whole school approach to safeguarding, the leadership of the school promotes an open and transparent culture in which all are reminded to raise any concerns without delay about any adult working in or on behalf of the school (including supply teachers, volunteers and contractors).

The school ensures that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school, as outlined in the Staff Code of Conduct and reinforced in staff meetings and briefings.

Staff are reminded of professional conduct and avoiding over-familiarity with pupils. If a member of staff becomes aware that they or another member of staff may have (perhaps inadvertently) conducted themselves in an inappropriate manner or which may have been perceived as inappropriate and this is a low level concern then they should discuss this promptly and confidentially initially with Mr Reeves, who would then liaise with the DSL if appropriate.

The Headteacher would be the ultimate decision maker in respect of all low level concerns, although it is recognised that consultation with the DSL may be appropriate in some situations.

If any low level concerns relating to a member of staff were to be addressed to the DSL, then the DSL would liaise promptly with the Headteacher. If there may be a risk of harm which meets the harm threshold then the Headteacher and/or DSL would consult the Local Area Designated Officer (LADO).

We have a culture in which staff are reminded to report concerns.

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:
- this should be referred to the Headteacher;
- where there are concerns/allegations about the Headteacher, this should be referred to the Chair of Trustees;
- where there is a conflict of interest in reporting the matter to the Headteacher, this should be reported directly to the Local Authority Designated Officer(s) (LADOs).

Our Policy remains for low level concerns about a member of staff to be addressed initially to the Headteacher.

The term 'low level' concern does not mean that it is insignificant, a low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Examples of such behaviour could include, but are not limited to:
- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.
- humiliating pupils

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Ensuring that any concerns are dealt with effectively also protects those working in or on behalf of the school from potential false allegations or misunderstandings.

The Headteacher would normally talk with the person who raised the concern (unless it had been raised anonymously) and to the individual involved and also any witnesses. Records of conversations would be kept confidentially along with the rationale for decisions and any further actions.

The school will provide a sensitive response and appropriate support for staff where relevant. In many cases, a low level concern may simply require a conversation with the individual about whom the concern has been raised, considering the values and expectations of the school, listening to the individual's account, discussing the situation and arranging further monitoring and review later as appropriate.

Staff are reminded and encouraged to let the Headteacher (or DSL or DDSL) know if they have found themselves in a situation which could be misinterpreted or which might appear compromising to others, and/or on reflection they believe they may have behaved in a way which they consider falls below the expected professional standards.

Maintaining an open and transparent culture, staff know that concerns are consistently recorded and dealt with appropriately to identify any concerning, problematic or inappropriate behaviour early, to minimise the risk of abuse and to identify any weaknesses in the school's procedures.

Low-level concerns which are shared about supply staff and contractors would be notified to their employers, so that any potential patterns of inappropriate behaviour could be identified.

All low-level concerns would be recorded in writing and held confidentially and securely. The record would include details of the concern, the context in which the concern arose, and action taken.

The name of the person raising the concern would normally be noted, but if the individual wished to remain anonymous then this would be respected as far as reasonably possible.

Records would be reviewed in order to identify potential patterns of concerning, problematic or inappropriate behaviour.

Where there is a pattern of such behaviour, the school would take appropriate action in line with disciplinary procedures, or in referral to the LADO where thresholds may be reached.

The school would also consider whether there are wider cultural or procedural issues which need to be addressed, and where further training would be beneficial to reduce the risk of reoccurrence.

Records would normally be kept at least until the individual leaves their employment.

Low level concerns which do not involve aspects such as misconduct or poor performance would not normally be included in a reference (although where a concern or group of concerns met the threshold for LADO and found to be substantiated then this should be referred to in a reference.)

Allegations

Where a parent or carer wishes to make a complaint or make a suggestion about any activity or group the school is providing, it will be taken seriously, and appropriate action and referral to external agencies will be undertaken without delay.

In accordance with Part 4 of KCSIE, it is vital to manage cases of allegations that could indicate a person might pose a risk of harm working in any capacity in a school. This guidance will be followed where it is alleged that anyone working in the school, including supply teachers and volunteers may have
- Behaved in a way that has, or may have harmed a child and/or
- Possibly committed a criminal offence against or related to a child and/or
- Behaved towards a child or children in a way which indicates that he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

It is necessary to consider whether there may be **transferrable risk**, if they are involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, following the adult being involved in domestic violence, consideration should be given as to whether a child in the school could trigger the same reaction, therefore being put at risk.

The person receiving the allegation must immediately inform the Headteacher, who will within one working day make a referral to LADO (Local Area Designated Officer) and will follow their procedures and those outlined by the Hertfordshire Safeguarding Children Partnership.

The person who is the subject of the allegation is not to be informed without consultation with LADO.
An internal investigation is not to be conducted until the conclusion of any police investigation.

A written record of the allegation would 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.

The DSL or DDSL would normally be consulted in matters relating to the safety and wellbeing of a child, but if the allegation concerns one or both of them, the allegation would be referred to the Headteacher and LADO without consulting the DSL or DDSL concerned.

If the allegation concerns the Headteacher then the matter would be referred to the Chair of Trustees or the Trustee with responsibility for Safeguarding who would then refer to LADO (without informing the Headteacher of the allegation) within one working day of receipt of the allegation.

If the person is dismissed (or leaves their post but would otherwise have been dismissed) then the DBS (Disclosure and Barring Service) will be informed without delay.

In a case of serious professional misconduct, this would be reported to the TRA (Teaching Regulation Agency) without delay.

The following principles apply in the case of allegations:
- Workers should be given appropriate support following an allegation against them, and suitable confidentiality maintained as far as possible.
- 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 in line with KCSIE Part 4.
- An investigation against a worker may have three related, but independent strands:
  - Child protection enquiries, relating to the safety and welfare of any children who are or who may have been involved;
  - A police investigation into a possible offence against a child;
  - Disciplinary procedures, where it appears that the allegations may amount to misconduct or gross misconduct on the part of the worker, including possible suspension.

Temporary measures may be put into place following an allegation, in line with LADO guidance on assessing any ongoing risk.

Appropriate confidentiality must be maintained throughout the investigation, including making every effort to guard against unwanted publicity. In circumstances where schools need to make parents aware about an allegation they should make parents and others aware that there are

restrictions on publishing information, including online. The LADO would advise on how to manage any speculation and publicity.

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, ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work which is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance.
  Further guidance is available:
  https://www.gov.uk/government/collections/dbs-referrals-guidance--2

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
https://www.gov.uk/guidance/teacher-misconduct-referring-a-case

The DSL would be responsible for ensuring that the child is not at risk and would liaise with external agencies as relevant, including to provide any ongoing support for their welfare. The LADO would also advise on liaising with the child's parents in relation to their child (not sharing any information about the staff member) and in maintaining confidentiality.

The school would liaise with the LADO for ongoing guidance, including if a Trustee were the subject of an allegation.

The outcome of a serious allegation should be determined as substantiated / malicious / false / unsubstantiated / unfounded. Any ongoing proceedings, disciplinary action, settlements, requirements for references and lessons learned would be discussed with the LADO as relevant.

For any non-recent allegations the person raising a concern would be advised to contact the police as relevant. Non-recent allegations of abuse should also be referred to the LADO as required.

For further details see related polices and resources:

- Managing Allegations Against Adults Who Work With Children and Young People, Hertfordshire Safeguarding Children Partnership
- *Keeping Children Safe in Education Part 4*

- *Whistleblowing Policy*
- *Complaints Policy*

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.

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.
Strategy for dealing with safeguarding issues in charities (Charity Commission, 2017)

How to report a serious incident in your charity (Charity Commission, 2019)
Email: rsi@charitycommission.gsi.gov.uk

Reporting a 'Serious Incident' in Early Years to Ofsted

Under the 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
- Death of a child
- Serious accident, injury or illness of child (including food poisoning)
- Event likely to affect the suitability of an individual or affect the smooth running of the setting.

For guidance see:

Statutory Framework for EYFS (DfE, Sept 2023)
Report a serious childcare incident (gov.uk, updated 2022)

10. Safer Recruitment

Leadership ensures that current government guidance is followed in all matters relating to safer recruitment, including application procedures, all relevant checks and induction.

Please see full details in the School's Policies :
Recruitment, Selection and Disclosures Policy and Procedure
Policy on the Recruitment of Trustees and Volunteers

- Safeguarding is discussed at interview. School will consider carrying out an online search on shortlisted candidates as part of its due diligence. This may help to identify any incidents or issues that have happened, and are publicly available online, which the School may want to explore with an applicant at interview. This forms part of the School's wider safeguarding due diligence which aims to prevent and/or deter individuals who may be unsuitable to work with children from working in a school environment, and the possibility of this type of online search would be outlined to candidates so that they are aware.

- The Bursar is responsible for initial staff induction for successful applicants, including Health and Safety, Staff Code of Conduct as well as school policies and procedures referenced in the Staff Handbook such as the Behaviour, Discipline and Behaviour Management Policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- New volunteers and staff are required to read the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education Part 1 (Sept 2023) and Information Annex. Prior to starting work or within 2 weeks of starting, they meet with the DSL to discuss understanding of Level 1 safeguarding requirements with particular reference to the role(s) which they will be undertaking. The DSL explains the school procedures for responding to concerns. A safeguarding training certificate is then issued.
- Staff receive initial mentoring supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly by Head of Primary / Secondary. In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour (outlined in the Staff Handbook & Staff Code of Conduct).

- The applicant completes a probationary period.

For further guidance see Keeping Children Safe in Education (Sept 2023) Part 3

Alternative provision providers

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The school should 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.

Work experience

Schools organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm. The school must consider the level of supervision – see KCSIE for further guidance.

11. Pastoral Care, Mental Health & Raising Awareness

The school leadership is committed to offering pastoral care, working with external agencies as appropriate, and supporting anyone who has been affected by abuse or may have mental health challenges. The Mental Health Lead and other key staff attend and cascade relevant training and resources.

We promote a culture of open and effective communication between staff and pupils and have strong pastoral support structures and systems in place.

Class teachers and tutors are trained in recognizing factors which may indicate that a child may need support, and all pupils are reminded that there are adults to whom they can turn if they are worried, including their class teacher or tutor, the Head or Assistant Head of Primary, Head of Secondary / Mental Health Lead, the DSL or DDSL and first aid staff.

Key staff including SEN staff are available for informal drop in sessions and for ongoing liaison with pupils and their parents to offer support in school as well as giving appropriate signposting for specialist support and assisting in liaising with specialist providers such as Child and Adolescent Mental Health Services (CAMHS) and in escalating support where required.

Staff are reminded of the possible links between mental health and safeguarding, and of the need to contact the DSL/DDSL in cases of concern. The DSL/DDSL will ensure appropriate multi-agency liaison in ascertaining best routes for support.

Trustee Charles Hammond is available to support staff pastorally, and the Mental Health Lead promotes awareness of healthy emotional and mental wellbeing and strategies for good mental health in conjunction with PSHE, Tutor times and class discussions.

The PSHE Coordinator ensures that skills for mental and emotional wellbeing are taught at age appropriate levels, including strategies for good resilience.

The Mental Health Lead also sends communications to parents to promote awareness and strategies for good mental health and wellbeing, and to remind the school community that staff are available to discuss concerns including during periods of home learning.

In times of particular concerns and potential sources of stress, such as those due to Covid-19, staff remain particularly vigilant towards pupils who may be vulnerable, and systems for remote pastoral support are used effectively where pupils are not able to attend the school site.

Parents are reminded to notify the school of any particular circumstances which may be upsetting for a child, such as a bereavement, and key staff will be advised in order to offer extra support as may be required.

In the Primary School

The Head of Primary oversees the overall pastoral care. Aspects of PSHE such as respecting others, recognising emotions, good relationships 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

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

The SENCo coordinates and trains staff mentors for children with autism who may benefit from support.
Further guidance & resources:
Mental health and behaviour in schools (DfE, 2018)
Rise above   https://riseabove.org.uk/
Young minds https://youngminds.org.uk/youngminds-professionals/our-projects/minded/

Further resources for support of children with special educational needs and/or disabilities:

- SEND support local offer for Hertfordshire:
  https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

- Herts SENDIASS : https://cyp.iassnetwork.org.uk/service/hertfordshire-sendiass/

- Free legal advice for families with SEND children: https://www.ipsea.org.uk/

- Advice and support for schools and families with children and young people who have learning disabilities: https://www.mencap.org.uk/advice-and-support/children-and-young-people

12.   Gender Questioning Pupils

The School will have due regard to DfE Guidance on Gender Questioning Children. *(Concepts below are based on the draft guidance December 2023, to be finalised following public consultation.)*
Legal requirements relating to statutory guidance such as relating to Safeguarding & Child Protection, Human Rights and Equality will be followed for all aspects.

Respect and appropriate response

- The School maintains respect for everyone, and does not tolerate any form of bullying or peer on peer abuse.
- Staff would listen to pupils who wish to disclose that they or someone else may be questioning their gender.
- It is important that staff do not individually decide to instigate or promise any changes that a pupil suggests or asks for. These would need to be discussed with parents (unless this is likely to cause risk of significant harm), during a period of watchful waiting.

Please refer to the School's Policy on Gender Questioning Children for further details regarding the steps which the school will take to support our pupils in this regard.

13.   <u>Whistleblowing and Complaints</u>

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. Procedures for reporting and handling concerns, provision for mediation and dispute resolution are detailed in the Complaints Policy, available via the school website or school office.

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then this should be referred to the DSL or DDSL who will consult the Headteacher.

If there are concerns/allegations about the Headteacher this should be referred to the Chair of Trustees.

Referral to LADO would take place as required.

Staff are reminded that they may also 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 that the matter has not been addressed satisfactorily through organisational escalation and professional challenge procedures.

For further details see:
Whistleblowing for employees (gov.uk)
https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/   Tel. 0800 028 0285

See details in Whistleblowing Policy and Complaints Policy

14.   <u>Cybersecurity</u>

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Our effective whole school approach to online safety enables us to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism;

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying; and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If a pupil or staff may be at risk, concerns can be reported it to the Anti-Phishing Working Group https://apwg.org/.

Cybersecurity is managed by the IT Manager on behalf of the Bursar, SLT and the Trustee responsible for IT, Tim Johnson, who are responsible for filtering and monitoring within the School's IT systems. Smoothwall content filtering and firewall protection is used alongside appropriate technical and organisational measures to ensure the security of data – including two-factor authentication, encryption, and good practice re. bringing own devices (BYOD).

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:
- unauthorised access to computers (illegal 'hacking'), for example accessing the School's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Cyber breach consists of but is not limited to email hacking, phishing, malvertising and other forms of cybercrime. The School's response to incidents of cyber breach is dealt with in the School's GDPR policy.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child the DSL/DDSL would consider referral to the Cyber Choices programme led by the National Crime Agency, working with regional and local policing.

Provision includes :
- blocking harmful and inappropriate content (without unreasonably impacting teaching and learning)
- effective monitoring including safeguarding alerts automatically sent to SLT members for prompt follow up
- reviews and updates (at least annually) involving IT Manager, SLT members and IT Trustee.

Guidance in relevant standards is followed:
Digital and technology standards in schools: filtering and monitoring (DfE, March 2023)

All staff and volunteers are made aware of reporting mechanisms for safeguarding and technical concerns. They should report concerns such as those listed below by email to the IT Manager, cc DSL & DDSL/eSafety Coordinator if:
- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material

- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material.

When working with pupils who are accessing IT as part of a lesson staff check what is visible on the pupils' screens to ensure they are on task. If Secondary pupils are accessing computers in S4 during homework club, a member of staff or Prefect monitors appropriate use and would report any concerns to Head of Secondary for follow up, which would include liaison with DSL/DDSL relating to any safeguarding concerns.

Pupils are not allowed access to their phones onsite and are briefed re. online responsibilities relating to use of devices when not at school. Pupils with relevant SEN consideration must bring their device to the IT Manager for security purposes before being allowed to use their device for word processing in school.

See further guidance:
- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk The helpline provides expert advice and support for school and college staff with regard to online safety issues.
- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF) https://www.iwf.org.uk
- Advice on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Advice for education settings on responding to sharing of nudes and semi-nudes (gov.uk, 2020)
- National Crime Agency's CEOP Education Programme provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse https://www.ceop.police.uk/Safety-Centre/
- The National Centre for Cyber Security https://www.ncsc.gov.uk/

15. <u>Use of school premises for non-school activities</u>

When services or activities at the school are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are not under the direct supervision or management of the school, the school will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the school will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The school will ensure that the DSL or DDSL can be contacted and/or is available at all times the school premises are in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll.

The School's DSL (Heather Lees) and DDSL (Colleen Edmonds) can be contacted via safeguarding@thekingsschool.com
See Safeguarding Contacts on p10 of this Policy for further details, including who to contact if an urgent response may be required.

The arrangements in place when non-school activities are taking place on school premises include the school requesting the organisation's:
- Named DSL
- Child Protection/Safeguarding Policy
- Public liability insurance certificate
- Risk Assessment of the activity

The Trustees should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. School follows guidance: Keeping children safe in out-of-school settings (gov.uk, 2023)

Such non-school activities are not considered as regulated activity within the school – DBS checks will not be required by the school; however, where the organisation using the site is acting in regulated activity, their safeguarding policy must confirm their requirement for enhanced DBS procurement for their staff.

An allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children would be followed up as with any safeguarding allegation, following school safeguarding policies and procedures, including informing the LADO if relevant.

16.   <u>Related Policies & Procedures</u>

This policy is to be understood in conjunction with related school policies, including the following:
> *Health and Safety Policy*
> *Staff Code of Conduct*
> *Behaviour, Discipline and Behaviour Management*
> *Anti-Bullying Policy*
> *Restrictive Physical Intervention Policy*
> *First Aid & Medical Policy*
> *Catering & Food Hygiene Policy*
> *Whistleblowing Policy*
> *Complaints Policy*
> *General Data Protection Regulation (GDPR) Policy & UK GDPR 2021*
> *Recruitment, Selection and Disclosures Policy*
> *Procedure & Policy on the Recruitment of Trustees and Volunteers*
> *Equal Opportunities Policy*
> *Educational Visits Policy, Transport, Outings and Use of Minibuses*

eSafety Policy & Social Media Policy
Bring Your Own Device Policy & IT Acceptable Use Policy
Child on Child Abuse Policy and Procedures
Staff Handbook
Visiting Speaker Policy
Visitor Admission Policy
Missing Pupil Policy
Children Missing Education Policy
Guidance on Carrying Pupils in Staff Vehicles (Staff Handbook)
EYFS Intimate Care Policy
Gender Questioning Children Policy (formerly, On Children Who Question Whether They Belong To Their Sex)

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) & UK GDPR 2021
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Risk Assessments

In line with our duty of care we undertake to assess and take appropriate steps to reduce risks. Risk Assessments are regularly reviewed and updated.

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 and Medical 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.

Special Educational Needs and Disabilities (SEND)

Staff liaise closely with our SENCo in working with pupils with special educational needs. The SEN 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 SEN staff about concerns relating to their learning and to wider issues. Staff are quick to intervene on behalf of any pupil with SEN in the case of any emerging mental health or bullying concerns. Tutors and SEN 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.

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 parents are required to notify the school of any changes.

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 and Admissions Register 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 and follow the Anti-Bullying policy to support perpetrators and victims.
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, including cyberbullying, and how to access support.

For details see Appendices and 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 the discipline policy and will involve the police as applicable.

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 are briefed by the visit organiser on 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 pastoral system and 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

Acceptable Use of Mobile Phones, Cameras and Recording Devices

Mobile Phones
- All staff must ensure that their mobile phones are not used for personal calls and messaging during working hours.
- If any staff member has an emergency which requires them to keep their mobile close at hand, they should keep their phone on their desk and on silent mode. Another member of staff must be notified if there is cause to leave the class during the lesson to answer or make an emergency call. In this situation, any phone calls taken or made should be done so in a designated staff area where possible i.e. staff room of office.
- There are many occasions on which staff are required to carry a mobile phone – away matches, games on outlying pitches and off-site trips. On these occasions, a School nominated mobile phone should be used.
- Staff should not give out personal mobile numbers to pupils or parents/carers.
- Under normal circumstances pupils are not allowed phones on site. Parents may request permission for a pupil to bring a phone into school if deemed necessary (eg. if the pupil is travelling independently on public transport). Pupils must not use their phone onsite during the school day.

Acceptable Use of Mobile Phones specific to EYFS

Mobile phones are not to be used by any member of staff, volunteer, parent, Trustee or visitor within the EYFS setting. Signs are displayed around relevant areas of the building to this effect. If anyone needs to use their mobile phone they should do so in a separate area such as a separate office or the staff room.

Cameras

Children (pupils and non-pupils) should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by us. Parents indicate their consent to the above-as designated in the School's Terms & Conditions of entry. Parents have the right of access to records holding visual images of their child.
- Only a School camera should be used to take any photo in school or on outings. If a school camera is not available then a personal one may be utilised subject to advance approval from the DSL/DDSL or Headteacher who may also check images taken.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress
- Staff are responsible for the location of any classroom assigned camera or any equipment capable to taking pictures or videos.
- Images taken and stored on the camera must be downloaded as soon as practicable. They must then be deleted from the camera.
- Images may only be uploaded to the school website by authorised staff and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook.

- Under no circumstances must cameras of any kind be taken into bathrooms without prior consultation with the DSL/DDSL or Headteacher. In this event, staff should be supervised whilst carrying out this activity. At all times the camera must be placed in a prominent place where it can be seen.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the DSL, DDSL or Headteacher.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary procedure.

For more details see IT Acceptable Use Policy, Staff Code of Conduct, eSafety Policy, Social Media Policy & Guidance for Staff.

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 Headteacher to explain the purpose of the proposed visit and give an outline of what is to be said, and must obtain permission from the Headteacher before inviting a visitor. Visiting speakers may be known 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. The organiser of the visit would ensure that the visitor is briefed on relevant arrangements, including creating a supportive learning environment and adhering to suitable age-appropriate content.

For details see Visiting Speaker Policy

THE KING'S SCHOOL

<u>Leadership Safeguarding Statement</u>

The Trustees and Headteacher recognise the importance of work with children and young people in need of protection and our 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 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 may be 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 DSL and DDSL in their work and in any action they may need to take in order to protect children.
- Supporting parents and families.
- Nurturing, protecting and safeguarding children and young people.
- Supporting, resourcing, training, monitoring and providing supervision to all those who undertake this work.
- Supporting all in the school who may be affected by abuse.

We recognise:
- Children's Social Care (or equivalent) may have lead responsibility for investigating 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, and their procedures followed, and in addition we will report concerns as appropriate within the UK.
- Safeguarding is everyone's responsibility.

We will formally review this statement and our policy and procedures at least annually.

If you have any concerns for a child please contact one of the following who have been approved as safeguarding coordinators for The King's School:-

Mrs Heather Lees	Designated Safeguarding Lead, The King's School
Mrs Colleen Edmonds	Deputy Designated Safeguarding Lead, The King's School
Mrs Sandra Case	Designated Safeguarding Lead, Highfield Preschool
Mr Ashraf Farahat	Chair of Trustees and Trustee with responsibility for Safeguarding
Mr Andy Reeves	Headteacher

A copy of the full Policy and Procedures is available via the school website and from The King's School Office.

THE KING'S SCHOOL

Signed:

A. Farahat.

ASHRAF FARAHAT, Chair of Trustees

A. Rees

ANDY REEVES, Headteacher

Date: 18th September 2023

APPENDICES

These Appendices contain supplementary details and practical guidelines

A1	Definitions and Indicators of Abuse & Neglect Sexual Violence and Consent
A2	Practical Guidance Summaries

A1. Definitions and Possible Indicators of Abuse and Neglect, Sexual Violence and Consent

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.

Further information on research and resources for understanding Child Sexual Abuse (CSA): Centre of Expertise on Child Sexual Abuse : https://www.csacentre.org.uk/

Sexual violence

Offences under the Sexual Offences Act are described below:
- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour; so, a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

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.

A2. 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, shellfish and gluten - found in wheat, barley and oats.
- Natasha's Law came into effect on 1st October 2021. It requires all food being prepared and served to display full ingredient and allergen labelling on every food item made on the premises and pre-packed for direct sale, including sandwiches, cakes and salads.

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 (e.g. 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 schools should be informed.

For details please see practice guidelines in the Appendices of the Staff Handbook, plus the school policy on Educational Visits, Use of Minibuses.

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 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.

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 appropriate physical contact where necessary to demonstrate 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.

Any concerns must be reported to the DSL or DDSL without delay.

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 & Restrictive 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 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, and 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, biphobic or transphobic** - any of the above because of, or focusing on, the issue of gender or 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 eSafety 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.

During home learning pupils are reminded to contact staff if they become aware of any forms of bullying involving pupils. Staff would follow anti-bullying procedures in providing appropriate support and in intervening to prevent ongoing recurrence.

For details see Anti-Bullying Policy.

Summary of key changes made in Child Protection & Safeguarding Policy for Sept 2023

Links to external documents checked and updated; lists of school policies updated

Section 2 : Aims
Includes note that filtering and monitoring is included in safeguarding induction training

Section 3 : Contacts
Link added to find Children's Social Care for county of child's residence

Section 4 : Roles & Responsibilities
- Notes added for Trustees and DSL re. liaison with IT Manager for provision and reviews of filtering and monitoring
- Increased emphasis on proactive signposting of early help support

Section 5 : Specific Safeguarding Issues
- Update on forced marriage
- Updated links on Prevent referrals (for preventing radicalisation)

Section 7 : Responding to Concerns
- Clarifications and links added re. children absent or missing education.
- Additional paragraph on forced marriage.

Section 10 : Safer Recruitment
- Info on initial recruitment stages replaced by references added to relevant School policies
- Note added about potential online search re. shortlisted candidates
- Note added re. Behaviour Policy

Section 11 : Pastoral Care
Extra links from new KCSIE added for supporting SEN pupils and their families

Section 13 – new Section added on Cybersecurity
Including filtering & monitoring

Section 14 : Use of school premises for non-school activities
Extra clarifications added

Appendix A2 : Practical guidance summaries
Requirement added to display lists of ingredients and allergens on food items made on the premises and pre-packed for direct sale.

<u>Discrepancies</u>

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

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