

**KINGDOM EDUCATION LIMITED**

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**THE KING'S SCHOOL  
HIGHFIELD PRESCHOOL**

**CHILD PROTECTION  
& SAFEGUARDING  
POLICY**



**SEPTEMBER 2020**

**Approved by:** Senior Leadership Team

**Date:** 3<sup>rd</sup> September 2020

**Approved by:** Board of Trustees

**Date:** 27<sup>th</sup> October 2020

**Last reviewed on:** 14<sup>th</sup> August 2020

**Reviewed by:** H Lees, DSL

**Next review due:** 1<sup>st</sup> September 2021



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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.*



## 1. Introduction

At The King's School the safety and welfare of all our pupils is our highest priority; we are committed to providing a **safe and caring environment** for children and young people. We believe in **an open culture** in which it is clear that **raising concerns** is the normal and right.

Pupils know that they may speak with a trusted adult and that their **concerns will be taken seriously**.

This policy is central to providing Trustees, Staff, Peripatetic Teachers and Volunteers with annual and ongoing safeguarding training, which enables them to **recognize signs of abuse and 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 2020 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.**

Consistent with '**Working Together to Safeguard Children**' (2018) 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.

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

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

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

In conjunction with tutors, 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.

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 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, e.g. 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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

While retaining essential confidentiality, we raise awareness among relevant staff relating to potential difficulties faced by pupils with previous or ongoing welfare concerns, eg. 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 sexting.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

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, particularly 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 DSL also liaises with the Trustee with responsibility for Safeguarding by means of informal updates.

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.

In all matters relating to child protection the school will adhere to the following statutory requirements, guidelines and frameworks:



- The Children Act 1989
- The Children Act 2004 (Every Child Matters)
- Section 157 of the Education Act 2002
- Education (Independent School Standards) (England) Regulations 2014
- Hertfordshire Safeguarding Children Partnership Child Protection Procedures, amended and updated online at <https://hertsscb.proceduresonline.com/index.htm>
- Keeping Children Safe in Education (KCSIE) Sept 2020
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (July 2018)
- Multi-agency statutory guidance on female genital mutilation (July 2020)
- Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (Oct 2012)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Counter Terrorism and Security Act 2015 – Section 26 – known as the Prevent duty
- Protection of Freedoms Act 2012
- Equality Act 2010

*See Appendices following the Policy for additional guidance.*

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

- **Keeping Children Safe in Education (Sept 2020), Part 1 – statutory reading & Annex A for information on specific safeguarding issues**
- **Recognising possible indicators of abuse and neglect**
- **Responding to Concerns form to pass on concerns to DSL or DDSL**



## **2. Aims of this Policy**

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse 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.
- 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 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.



### 3. Contact Details for Safeguarding Team and External Agencies

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

School Address: **The King's School  
"Elmfield"  
Ambrose Lane  
Harpenden  
Hertfordshire, AL5 4DU**

Tel No.: **01582 767566**  
Email: [office@thekingsschool.com](mailto:office@thekingsschool.com)  
Website: [www.thekingsschool.com](http://www.thekingsschool.com)

Regulators Details: **URN 117650 Independent Schools Inspectorate (ISI)  
Last inspection by Ofsted Reg., Dec. 2016**

Preschool Address: **Highfield Preschool  
Highfield Oval  
Ambrose Lane  
Harpenden  
Hertfordshire, AL5 4BX**

Tel No: 01582 320566  
Email: [info@highfieldPreschool.co.uk](mailto:info@highfieldPreschool.co.uk)  
Website: [www.highfieldPreschool.co.uk](http://www.highfieldPreschool.co.uk)

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**



**CHILD PROTECTION & SAFEGUARDING**  
**THE KING'S SCHOOL, HARPENDEN**

Hertfordshire Children's Social Care		0300 123 4040 0300 123 4043 (Referrals & Out of Hours)
Hertfordshire Multi Agency Safeguarding Hub (MASH) / Schools Consultation Hub		01438 737511
LADO Hertfordshire		01992 555420 <a href="mailto:LADO.Referral@hertfordshire.gov.uk">LADO.Referral@hertfordshire.gov.uk</a>
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 <a href="https://hertsscb.proceduresonline.com/mary.moroney@hertfordshire.gov.uk">https://hertsscb.proceduresonline.com/mary.moroney@hertfordshire.gov.uk</a>
Teacher Referral Agency		Contact is made using the Teacher Referral procedure at: <a href="https://www.gov.uk/teacher-misconduct-referring-a-case">https://www.gov.uk/teacher-misconduct-referring-a-case</a>
Families First	Therese Antoine	01992 588831 <a href="mailto:therese.antoine@hertfordshire.gov.uk">therese.antoine@hertfordshire.gov.uk</a>
Prevent	Emma Maxwell	01438 735396 / 07534 909682 <a href="mailto:emma.maxwell@herts.pnn.police.uk">emma.maxwell@herts.pnn.police.uk</a>
Preventing extremism	DfE helpline	020 7340 7264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>
FGM:	All concerns relating to FGM should be reported to the local police	Police on 101 or, in an emergency, 999
Churches Child Protection Advisory Service 31:8	Advice helpline	0303 003 11 11 <a href="mailto:info@thirtyoneeight.org">info@thirtyoneeight.org</a>
NSPCC	Advice helpline Whistleblowing advice line	0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> 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. In particular the Trustees ensure:

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

### **Role of the Designated Safeguarding Lead (DSL)**

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

- Ensure that he/she receives refresher training regularly (every 2 years for inter-agency working, plus updates on procedures) to keep his/her knowledge and skills up to date, particularly in relation to liaising with other agencies to assess, refer and support pupils in line with current advice on thresholds and providing information.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at least annually, with additional updates as necessary (eg. at staff meetings and by email).
- Ensure that newly appointed staff (including any temporary staff or supply teachers), volunteers and Trustees receive a child protection induction and training.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that the Headteacher is kept informed of significant concerns.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (e.g. refer to Children's Social Care).
- Liaise with Children's Social Care teams over suspected cases of child abuse.
- Ensure that accurate safeguarding records relating to individual children are recorded and kept separate from the academic file in a secure place and marked 'Strictly Confidential'.
- Child protection files are transferred securely between schools, separate to the main pupil file.
- In consultation with SENCO where appropriate, consider sending information to the next school or college to enable pastoral support to be in place.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Social Care of the absence of a child who is the subject of a Child Protection Plan.
- Provide guidance to parents, pupils and staff about obtaining suitable support.
- 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.

### **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 inter-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.

### **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, and other external agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. In multi-agency working the 3 key safeguarding partners are normally the local authority, a clinical commissioning group for healthcare and the police. We follow procedures of the Hertfordshire Children's Safeguarding Partnership. We liaise with Children's Services and use the Families First portal to seek appropriate early help for families requiring support in enabling their children to thrive and reach their potential. 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.

## **5. Specific Safeguarding Issues**

***See Keeping Children Safe in Education (KCSIE) Sept 2020 Annex A for further details of specific safeguarding issues, indicators of abuse and how to respond***

### **Contextual safeguarding and extra-familial harm**

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.

### **Children at risk of harm through gangs and youth violence**

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:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

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:

<https://www.gov.uk/government/publications/ending-gang-and-youth-violence-programme-independent-review> (Nov 2016)

### **Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and trafficking**

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.

Child sexual 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 activity. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

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

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional wellbeing
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late



- Children who regularly miss school or education or who do not take part in education

Children and young people may also be exploited for criminal purposes such as theft or illegal labour. 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 carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Children and young people may be exploited for 'plugging', where drugs are concealed internally. Absences and signs such as those listed above may indicate that a child or young person has become involved in transporting drugs or money and a referral to the National Referral Mechanism should be considered.

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

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### **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. Staff are trained in recognizing and responding to concerns which may involve HBA, and we would involve external agencies such as the police.

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

Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so



sensitivity should always be shown when approaching the subject. Information on warning signs that FGM may be about to take place, or may have already taken place, can be found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> (April 2016, updated July 2020)

### **Domestic abuse**

Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children including where they have witnessed or been aware of domestic abuse even if the abuse has not been directed towards the child. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their own personal relationships, as well as in the context of their home life.

The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, and/or emotional.

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

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

<https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

<https://www.operationencompass.org/>

Operation Encompass ensures sympathetic liaison with schools in cases of domestic violence following police involvement.

### **Children who may require additional support**

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

- is disabled and has specific additional needs;
- has special educational needs, whether or not they have a statutory Education, Health and Care Plan (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 disproportionately impacted by behaviours such as bullying, without necessarily showing any signs outwardly;
- Communication barriers, perhaps due to lack of social skills.

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

### **Peer on peer abuse, including online abuse, sexting, initiation rites and consent**

The Trustees, Senior Leadership Team, and all Staff at The King's School are committed to the prevention, early identification, and appropriate management of peer on peer abuse (as outlined below) both within and beyond the School.

Children and young people are vulnerable to physical, sexual and emotional bullying and abuse by their peers, which may include:

- Bullying (including cyberbullying);
- Gender based violence/sexual assaults, homophobic, biphobic or transphobic bullying;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting, also known as youth produced sexual imagery. Pupils are taught that sexting may be a criminal offence. The school would follow guidance on searching, screening and confiscation:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf) (Jan. 2018)  
and sexting in schools and colleges:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/759007/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf) (Sept. 2016);
- Gang initiation violence and rituals (such as 'hazing', i.e embarrassing and potentially harmful or criminal initiation pranks).

Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of a peer.

Pupils are taught about equality and protected characteristics, to enable them to understand at age-appropriate levels that those of all sexual orientations and genders must be treated fairly and respectfully.



All staff are to be aware that safeguarding issues can include peer on peer abuse. Teaching in Assemblies, tutor times, PSHE & Relationships Education addresses the need for respect and healthy relationships, including the concept of consent. Staff understand the need to intervene in any cases of peer abuse, making it clear to pupils where this is potentially harmful and not just 'banter' or 'part of growing up' or 'just having a laugh'. Peer abuse will not be tolerated and any such allegations will be taken very seriously.

Staff are reminded to be vigilant and to intervene promptly to stop any emerging peer on peer abuse. They are reminded that it may be a sensitive issue, and they would listen to the pupils' words and pass on concerns in line with safeguarding procedures. Pupils are reminded to speak to a trusted adult if they are concerned for themselves or for another pupil. A pupil who may have inflicted peer abuse on another pupil would be spoken with initially by the staff member concerned, or the Head of Primary, Head of Secondary or Headteacher, to ascertain any underlying cause for concern, to seek support for the perpetrator, to follow school disciplinary procedures, and to avoid recurrence.

A victim of peer abuse would meet with one of the above members of staff, or the DSL or DDSL, or the Mental Health Lead, to ensure their safety and wellbeing. Where appropriate, the pupils involved would be separated (e.g. moved to different tutor groups). In cases where there may be risk of emotional or physical harm, safeguarding procedures would be followed, including liaising with external authorities where appropriate. Parents would be informed where appropriate and if necessary counselling would be recommended for the pupil(s). Records would be kept in line with confidentiality and safeguarding requirements. Pupil(s) would be offered ongoing support as appropriate, taking into account their wishes.

*For further details see the School Policy and Procedures on Peer on Peer Abuse.*

### **Sexual violence and sexual harassment**

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

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

Staff would liaise with the pupils concerned in developing the best plan of action following any peer abuse or sexual harassment in order to support the pupils involved and to minimise the risk of this reoccurring.

A confidential record of any peer abuse would be kept, and staff further trained in how to avoid a reoccurrence.

### **Child missing from education**

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

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

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

### **Preventing radicalisation**

We understand the need to prevent people from being radicalised, with the possible ensuing risk of being drawn into terrorism and extremism. Some children may be vulnerable towards being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Radicalisation may take place through online means such as social media.

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

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 part of the local Prevent strategy and is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. It focuses on providing support at an early stage to young people and adults who are identified as being vulnerable to being drawn into terrorism. The Channel programme brings together a multi-agency panel to protect vulnerable people by identifying individuals at risk, assessing the nature and extent of that risk and developing the most appropriate support plan for the individuals concerned.

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.

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via 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.





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](mailto: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.

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

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

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

For further guidance. <https://educateagainsthate.com/>

*For further guidance please see the School's Preventing Extremism and Radicalisation Policy.*

### **Looked-after children**

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/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf) (Feb. 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 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), 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>

### **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.

### **Upskirting**

Upskirting typically involves taking a picture under a person's clothing (not necessarily a female, and not necessarily a skirt) without their knowledge and/or consent, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence, and staff have a legal duty to report any such instances.

### **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**

Colleen Edmonds, Deputy DSL and eSafety Coordinator, ensures staff are updated in online safety training, and also promotes awareness to parents, e.g. in the Induction Evening for new parents. The eSafety Coordinator remains familiar with sources of advice and support such as those listed in Annex C of KCSIE. 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.

For further details see Annex C of KCSIE plus:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

### **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 in

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> (July 2013), considering the additional vulnerabilities of SEND pupils or those with medical conditions. Usual practice is through positive and proactive behaviour support, (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.

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

## **6. Recognising Signs of Abuse and Neglect**

*See 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. 2020) 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. Responding to Concerns, Confidentiality & Record Keeping**

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.**

Usually if staff members have concerns about a child they should raise these with the DSL or Deputy using the Responding to Concerns form. 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, ideally using the Record of Concerns form.
- 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 (the Body Map available in Appendices) 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, eg. 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.
- 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.

The DSL or Deputy will keep an accurate record of:

- Any further action taken (such as a referral being made).
- The reasons why the school decided not to refer those concerns to a statutory agency (if relevant).
- Ongoing actions, including monitoring and support.

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 contact 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. 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 Working Together 2018.

Staff have due regard to the data protection principles, which allow them to share personal information, as provided for in GDPR 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. 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.

For further guidance see:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/747620/Data\\_Protection\\_Toolkit\\_for\\_Schools\\_OpenBeta.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf)

## **8. Staff Conduct**

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental



music lesson, or sports coaching lesson, or other 1 to 1 situations, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint.

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

*See details in Appendices and Staff Code of Conduct*

## **9. Allegations Against Staff or Volunteers**

The school has a culture of open communication, safety and of raising concerns without delay. All staff and volunteers are reminded of the need to report any 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 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 if they work regularly or closely with 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. Eg. 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, at least until the accused has reached normal retirement age, or 10 years from the date of the allegation if that is longer.
- An investigation against a worker may have three related, but independent strands:
  - 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.

**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>



See also <https://www.gov.uk/government/collections/teacher-misconduct> for referral to Teaching Regulation Agency.

*For further details see related policies and resources:*

- [https://hertsscb.proceduresonline.com/chapters/p\\_manage\\_alleg.html](https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html)
- *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.

<https://www.gov.uk/government/publications/strategy-for-dealing-with-safeguarding-issues-in-charities/strategy-for-dealing-with-safeguarding-issues-in-charities>

<https://www.gov.uk/government/news/alert-on-reporting-serious-incidents-rsi>

Email: [rsi@charitycommission.gsi.gov.uk](mailto: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:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  
<https://www.gov.uk/guidance/report-a-serious-childcare-incident>

## **10. Safe Recruitment**

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

- There is a written job description / person specification for the post.
- Those applying have completed an application form and a Self-Declaration Form.
- The person's right to work in the UK has been verified.
- Those short listed have been interviewed face to face.
- The candidate's identity has been verified, preferably from current photographic ID(s) and proof of current address.
- Safeguarding has been discussed at interview.
- Two written satisfactory references have been obtained, and followed up where appropriate.
- A satisfactory enhanced DBS certificate has been obtained where required; an enhanced DBS check with a barred list check where the person will be engaged in regulated activity (we will comply with Code of Practice requirements concerning the fair treatment of applicants and the handling of information).
- Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service. We continue to follow the guidance on obtaining DBS checks, and we recommend that people register for the DBS update service.
- A check is carried out via the DfE Teaching Regulation Agency for a candidate to be employed as a teacher to ensure that he or she the candidate is not subject to a prohibition order issued by the Secretary of State.
- For a candidate who has lived or worked outside the UK, an EEA check using the DfE Teaching Regulation Agency for information about any teacher sanction or restriction is carried out.
- The successful candidate is required to complete a staff suitability self-declaration form with the responsibility to immediately notify the school of any convictions, cautions, court orders, reprimands or warnings which may affect suitability for working with children.
- Qualifications where relevant are verified.
- A suitable induction training programme is provided for the successful applicant.
- The Bursar is responsible for initial staff induction, including Health and Safety, Staff Code of Conduct as well as school policies and procedures contained in the Staff Handbook.
- New volunteers and staff are required to read the school Safeguarding Training Handbook containing Level 1 safeguarding instruction, plus the Child Protection and Safeguarding Policy, Keeping Children Safe in Education Part 1 (Sept 2020) and Annex A. Prior to starting work or within 2 weeks of starting, they meet with the DSL to discuss the content of the Safeguarding Training Handbook, with particular reference to the role(s) which they will be undertaking. The DSL explains the school procedures for responding to concerns, including the Responding to Concerns form



and how to pass on concerns effectively. A safeguarding training certificate is then issued.

- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly. In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour (outlined in the Staff Handbook & Staff Code of Conduct).
- The applicant completes a probationary period.
- If relevant, a check under section 128 of the Independent Educational Provision in England (Prohibition on Participation in Management) Regulations 2014 is undertaken to evidence that the candidate has not been prohibited from participating in the management of independent schools.
- Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. (It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. A section 128 check for school governors is required because a person subject to one is disqualified from being a governor. Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 made enhanced DBS checks mandatory for maintained school governors but not associate members.)
- Satisfactory medical fitness is checked for the successful candidate.

### **Disqualification**

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

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

### **Alternative provision providers**

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

## **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.

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 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.

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.

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 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.

## **12. Whistleblowing and Complaints**

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

Where a parent or carer wishes to make a complaint or make a suggestion about any activity or group the school is providing, it should be taken seriously. They may in the first instance to speak to the teacher concerned who should endeavour to resolve the matter. 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.

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.

*See details in Whistleblowing Policy and Complaints Policy and NSPCC whistleblowing helpline: 0800 028 0285*



### **13. Related Policies & Procedures**

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

*Health and Safety Policy*

*Staff Code of Conduct*

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

*Restrictive Physical Intervention Policy*

*Risk Assessment & Management Plan for children or adults who present a risk of harmful behaviour*

*First Aid Policy*

*Catering & Food Hygiene Policy*

*Whistleblowing Policy*

*Complaints Policy*

*General Data Protection Regulation (GDPR) Policy*

*Safer Recruitment Policy, Equal Opportunities Policy*

*Educational Visits Policy, Transport, Outings and Use of Minibuses*

*Acceptable Use of Phones, Cameras and Recording Devices*

*eSafety Policy & Social Media Policy & Bring Your Own Device Policy*

*Peer on Peer Abuse Guidelines*

*Staff Handbook*

*Visiting Speaker Policy*

*Missing Pupil Policy*

*Children Missing Education Policy*

*Guidance on Carrying Pupils in Staff Vehicles (Staff Handbook)*

*EYFS Intimate Care Policy*

***See Guidance Summaries in Appendices for further information.***

#### **Legal framework**

##### **Primary legislation**

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

##### **Secondary legislation**

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



## **Risk Assessments**

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 Policy*

## **Accidents**

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

## **Registration & children who go missing from education**

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

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

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

*For details see Attendance Policy and Missing Child Policy*

*School Schedule of Record Retention, and also Records Management Toolkit for Schools produced by Information and Records Management Society [www.irms.org.uk](http://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.

### **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.*

### **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 or 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, Acceptable Use of Mobile Phones, Cameras and Recording Devices, Staff Code of Conduct, eSafety Policy, Social Media Policy and 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.

*For details see Visiting Speaker Policy*



## THE KING'S SCHOOL



### Leadership Safeguarding Statement

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 last 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	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:

ORIGINAL SIGNED BY: MALCOLM SKIPPER, Company Secretary

DAVID CROOK, Chair of Trustees

ORIGINAL SIGNED BY:

ANDY REEVES, Headteacher

Date: 27/10/2020



# APPENDICES

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**These Appendices contain supplementary details, practical guidelines and forms.**

A1	Keeping Children Safe in Education (Sept 2020)
A2	Definitions and Possible Indicators of Abuse and Neglect
A3	Responding to Concerns Form & Body Map to Record Injuries
A4	Practical Guidance Summaries

## **A1. Keeping Children Safe in Education**

[Keeping Children Safe in Education](#) (Sept 2020)

All Trustees, Staff, Peripatetic Staff and Volunteers to read and be familiar with [Keeping Children Safe in Education, Sept 2020 Part 1](#).

See also [Keeping Children Safe in Education Annex A](#) for guidance on specific issues and sources of further 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](#)



## **A2. Definitions and Possible Indicators of Abuse and Neglect**

From NSPCC report **How safe are our children? (2018)** and KCSIE (Sept 2020):

### **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.

### **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.





**A3.      Responding to Concerns – Staff Action Sheet**  
**The King's School, Harpenden**

**CONFIDENTIAL**

Name of pupil: \_\_\_\_\_

Age: \_\_\_\_\_ Date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Male/Female: \_\_\_\_\_ Year group: \_\_\_\_\_

Date of incident: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time of incident: \_\_\_\_\_

Your account of the concern: (what was said, observed, reported and by whom)

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Your Response/Action taken (including person(s) contacted):

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Completion of report dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_\_

Name of person reporting incident: \_\_\_\_\_

Position: \_\_\_\_\_ Signature \_\_\_\_\_

Signature of Designated Safeguarding Lead: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_\_  
(of receipt of above form)

Notes of action taken:

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*Please see page 2 for further details*



## **Responding to Concerns – Staff Action Sheet Page 2**

*Please note brief factual details, or write 'no concerns'. Please note any further concerns on separate sheets if necessary. Return to Heather Lees, DSL, marked CONFIDENTIAL. Do not keep a copy.*

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

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**Behaviour:** \_\_\_\_\_

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**Attitudes to staff and other pupils:** \_\_\_\_\_

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**Learning (& homework if applicable):** \_\_\_\_\_

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**Attendance:** \_\_\_\_\_

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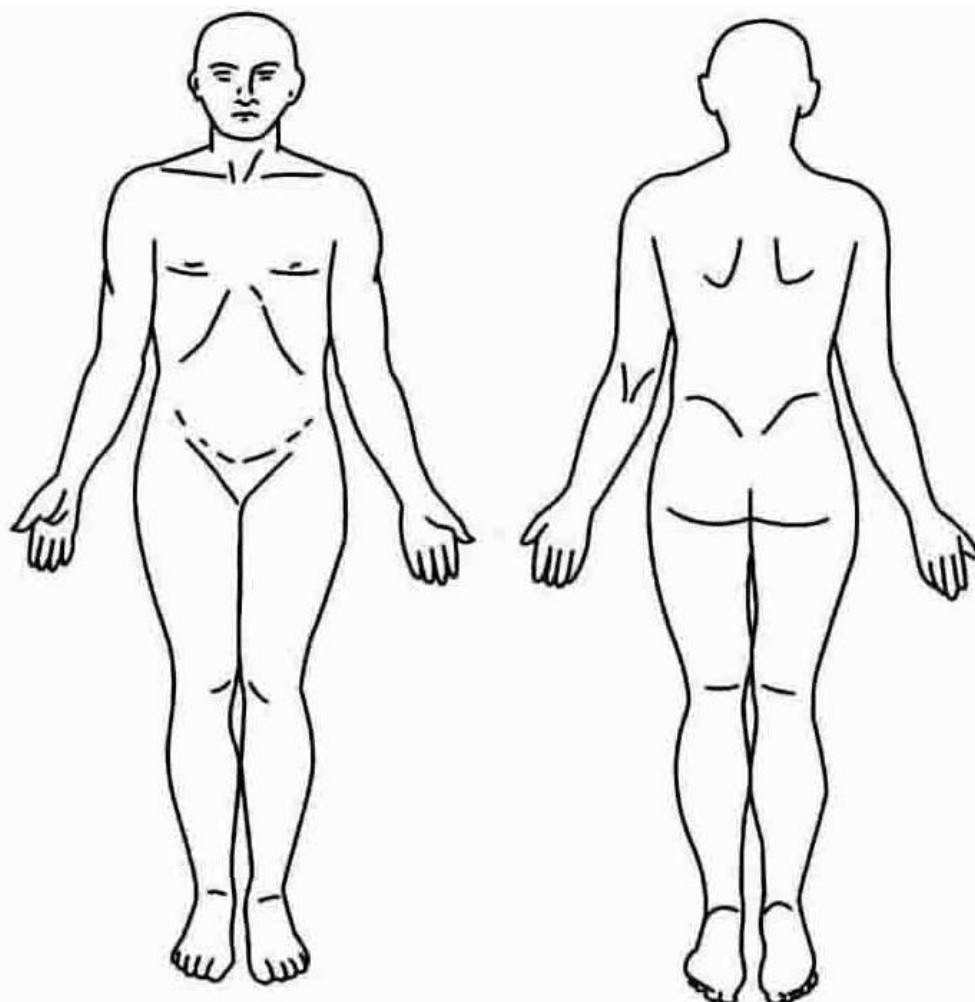
**Food, clothes & equipment:**

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**School contact with parent(s):** \_\_\_\_\_

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**Body Map**  
**to record any**  
**injuries or**  
**bruises**



## **Responding to Concerns – Staff Action Sheet Page 3**

<b>Feedback given to member of staff reporting concern:</b>	<b>Outcome of action taken by DSL/DDSL/Headteacher</b> (e.g. what was parental response? Outcome of professional consultation/referral? etc.)
<b>Information shared with any other staff?</b> If so, what information was shared and what was the rationale for this?	

### **Checklist for DSL / DDSL**

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ Record of concern passed to DSL in a timely manner?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries
- ✓ DSL has completed their sections in full-action taken and outcome, feedback to staff and information sharing?

<b>Audit date:</b>	<b>Audited completed by:</b>		
<b>Overall Red/Amber/Green rating (see key below):</b>			
<b>Action needed</b>	<b>Timescale</b>	<b>Name and position of person responsible</b>	<b>Date action completed</b>

<b>RED</b>	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
<b>AMBER</b>	Indicates that key information is included but recording could be further improved
<b>GREEN</b>	Indicates that the recording meets the above required standards

*If giving a copy of the above action plan to the member of staff, they are not to be given page 1, i.e. the actual record of concern form which contains confidential details.*



## **A4. Practical Guidance Summaries**

*(see relevant school policies for full details)*

### **Identification of Hazards**

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

*For details see Health & Safety Policy*

### **Adult to Child Ratios**

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

### **Food and drink safety and hygiene**

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

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

*For further guidance consult The Food Standards Agency helpline: 020 7276 8829, [helpline@foodstandards.gsi.gov.uk](mailto: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.*

### **Discrepancies**

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

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END