



# KING'S HOUSE SCHOOL

RICHMOND



## **SAFEGUARDING CHILDREN POLICY**

Member of staff responsible: Head and Child Protection Governor  
Date of policy review: September 2020  
Date of next review: September 2021  
Approved by Governors: October 2020



**This policy applies to the whole school including EYFS and is available to the public on the School's website.**

King's House School will safeguard and promote the welfare of children who are pupils at the School, having regard to the DfE guidance: Working Together to Safeguard Children (July 2018); Keeping Children Safe in Education (September 2020) (KCSIE); The Prevent Duty Guidance: for England and Wales (April 2019) (Prevent); The Education (Independent School Standards) Regulations (as most recently amended); the Statutory Framework for the Early Years Foundation Stage (March 2017); Disqualification under the Childcare Act 2006 (2018); Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015); Multi-agency statutory guidance on FGM (July 2020); What to do if you're worried a child is being abused: advice for practitioners (2015); Information sharing: advice for practitioners providing safeguarding services (2018); and Teaching online safety in school (June 2019).

At King's House School, the following individuals have responsibility for Child Protection and Safeguarding matters.

Name	Role	Responsibility	Telephone	Email
<b>Mr Mark Turner</b>	Headmaster	Designated Safeguarding Lead (DSL) and Prevent Lead	0208 939 2529	turner.m@kingshouseschool.org
<b>Mr Martin Shore</b>	Deputy Head	Deputy Designated Safeguarding Lead (DDSL)	020 8940 1878	shore.m@kingshouseschool.org
<b>Mr Simon Gower</b>	Head of Junior Department	Deputy Designated Safeguarding Lead with responsibility for the Junior Department (DDSL – JD)	020 8940 7015	gower.s@kingshouseschool.org
<b>Mrs Jane O'Brien</b>	Head of Nursery	Deputy Designated Safeguarding Lead with responsibility for EYFS and Before and After School (DDSL-Nursery)	020 8948 5655	obrien.j@kingshouseschool.org
<b>Mrs Chris Laverty</b>	Governor	Chair of Governors	0208 939 2529	
<b>Mr Nick Watkins</b>	Governor	Safeguarding and Prevent Governor	020 8746 5325	ngdw@stpaulsschool.org.uk
<b>Mr Richard Ward</b>	<b>Governors</b>	<b>Vice-Chair of Governors</b>	0208 939 2529	



## LOCAL AUTHORITY SERVICES – KINGSTON AND RICHMOND SAFEGUARDING CHILDREN PARTNERSHIP

Richmond SPA (Single Point of Access) is a multi-agency team of professionals who work together to share information and make child protection decisions. Accusations against staff should be reported to the Local Authority Designated Officer (LADO)

<b>Richmond SPA &amp; LADO</b>	Richmond SPA - Working hours	0208 547 5008
	Richmond SPA - Out of hours (after 5.15pm and before 9am)	0208 770 5000
	LADO	0208 891 7370
	Email	<a href="mailto:LADO@achievingforchildren.org.uk">LADO@achievingforchildren.org.uk</a>



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**Contact details for those responsible for child protection and safeguarding, as well as national helplines, are listed at the front of this policy document and also at Appendix 2.**



## I. INTRODUCTION

At King's House School, we want every pupil to feel safe and protected from neglect and abuse and to know there is someone they can turn to if they are being neglected or abused. All staff (whether employed, contracted, peripatetic, volunteer or student) have an inescapable duty to protect our children from harm and this duty applies to **everyone** working in this school.

### I.1 All members of staff have a responsibility to:

- Be alert to signs of abuse and neglect by knowing and recognising them.
- Question behaviours if something seems unusual and ask for help.
- Take action to protect a pupil who is suffering significant harm or is likely to do so.
- Recognise vulnerable pupils and take action to promote their welfare, even if they are not suffering harm or are at immediate risk of harm.
- Provide a safe environment in which pupils can learn.
- Always act in the interest of the child when concerned about their welfare.

### I.2 The purpose of this policy is to:

- Identify the members of the School's Child Protection team and explain their roles.
- Set out the School's expectations in respect of training.
- Identify the different categories of abuse and neglect and provide guidance for recognising the indicators of possible abuse.
- Explain the School's role in identifying and preventing specific safeguarding issues, including radicalisation and extremism (Prevent).
- Describe the procedures that should be followed if anyone in the school has a concern about the safety and welfare of a pupil.
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable".
- Highlight the importance of "Early Help".
- Outline the School's safer recruitment procedures for staff and volunteers.
- Explain how allegations against staff will be handled.
- Detail the School's whistleblowing procedures in relation to safeguarding.
- Set out expectations regarding record keeping.
- Explain how children will be kept safe through the everyday life of the school.
- Outline how the implementation of this policy will be monitored and managed by the School Governing Body.
- Provide a list of key contact details.

This policy should be read in conjunction with the following school policies: Anti-Bullying, Behaviour, Internet Safety, Learning Support, Health & Safety, Whistleblowing, Staff Code of Conduct and Safer Recruitment.

All staff are required to read this policy carefully and acknowledge that they have done so.



## 2. THE SCHOOL'S CHILD PROTECTION TEAM

- 2.1 The School has appointed and trained a number of Designated Persons (DPs) who have responsibility for Child Protection and Safeguarding matters.
- 2.2 The Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team and has ultimate lead responsibility for child protection matters in the School and is the first point of contact for external agencies that are pursuing Child Protection (CP) investigations. The DSL also co-ordinates the School's CP representation at conferences and meetings.
- 2.3 When concerns/incidents are reported, the DSL will decide whether a referral to the Local Authority (LA) Children's Services, Early Help (see Point 8) or other support is appropriate, in accordance with the referral thresholds set by the LSCB.
- 2.4 The role of the DSL is specified in the post holder's job description. See also Appendix 3.
- 2.5 The DSL is supported by a Deputy Designated Safeguarding Lead (DDSL) and two DDSLs with responsibility for the Junior Department (DDSL –JD) and the EYFS (DDSL-Nursery). Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility will not be delegated.
- 2.6 The Governing Body has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements.
- 2.7 The Designated Persons at Kings House School are:
  - Designated Safeguarding Lead (DSL): **Mark Turner, Headmaster.**
  - Deputy Designated Safeguarding Lead (DDSL): **Martin Shore, Deputy Head.**
  - Deputy Designated Safeguarding Lead with responsibility for the Junior Department (DDSL –JD) – **Simon Gower, Head of Junior School.**
  - Deputy Designated Safeguarding Lead with responsibility for EYFS and Before and After School Care – **Jane O'Brien, Head of Nursery.**
  - Chair of the Board of Governors: **Chris Laverty.**
  - Governor responsible for Child Protection and Safeguarding: **Nick Watkins.**

Parents are welcome to approach any of the above if they have concerns about the welfare of any child in the School, whether these concerns relate to their own child or any other.

The DPs' contact details are set out at the front of this policy and in Appendix 2. The DPs may also be contacted on the following email address in relation to any safeguarding concerns out of school hours: [safeguarding@kingshouseschool.org](mailto:safeguarding@kingshouseschool.org)



- 2.8 When dealing with disclosures, concerns, suspicions and allegations, the DPs will follow the procedures set out by the School's Local Safeguarding Partnership – Kingston and Richmond Safeguarding Children Partnership ("SCP").

Details of these may be found at [www.richmond.gov.uk/local\\_safeguarding\\_children\\_board](http://www.richmond.gov.uk/local_safeguarding_children_board)

### **3. TRAINING**

- 3.1 All training will be carried out in accordance with the Kingston and Richmond SCP procedures.
- 3.2 As part of their induction process, all new staff (including temporary staff and volunteers) are provided with the identity and function of the DSL and DDSLs, a copy of this Safeguarding Children Policy, the School's Behaviour Policy, Staff Code of Conduct, Whistleblowing procedures, a copy of Part I and, where appropriate, Annex A of KCSIE and appropriate Prevent training. The appropriate response to children who are missing from education and the acceptable use of IT is also explained to staff.
- 3.3 All new and existing staff will receive a copy of, and are required to confirm that they have read and understood, Part I (and Annex A for school leaders and those who work directly with children) of Keeping Children Safe in Education (KCSIE) 2020. The School will provide guidance and support to assist staff to understand and discharge their role and responsibilities.
- 3.4 The Head, all staff members and members of the governing body will undertake appropriate child protection and safeguarding training, which will also include advice on protecting children from radicalisation and online safety. There will be a clear policy on the use of mobile technology in the School. Formal training will be carried out in accordance with LSCB guidance and will be updated on a regular basis and at least annually to keep up with developments (through email, e-bulletins, briefings, quizzes, staff training etc.).
- 3.5 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns, such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep safe Looked After children (an especially vulnerable group).
- 3.6 The DSL and DDSLs will undertake training to provide them with the knowledge and skills required to carry out the roles. The DSL and DDSLs have undertaken Level 3 child protection training, including inter-agency working, in accordance with SCP procedures. They will attend refresher training at two yearly intervals and, in addition, keep up-to-date with safeguarding developments relevant to their role at least annually.
- 3.7 The DSL is required to undertake specific 'Prevent' awareness training and refer cases to the Channel programme where there is a radicalisation concern. The DSL will provide advice to other members of staff, giving them the knowledge and confidence to identify children at risk



of being drawn into terrorism, to challenge extremist ideas and to know how to refer children for further help.

- 3.8 All members of staff are aware that corporal punishment is never used, nor is its use ever threatened.

#### **4. ABUSE AND NEGLECT**

- 4.1 Abuse is a form of maltreatment of a child (anyone under 18 years of age). Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by those known to them, in a family or in an institutional setting, or by a stranger, including via the internet. The abuse may take place wholly online. They may be abused by an adult or adults, by a member of staff or a group of staff, another child or children or by a pupil or pupils.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

A teacher who has consistent regular contact with a child has more opportunity to observe signs of abuse than anyone else with whom the child has contact and in many cases, may be the first to see the child after the abuse has occurred. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

#### **4.2 Physical Abuse**

Physical abuse is the causing of physical harm. It can lead directly to neurological damage, physical injury and disability. Some physical abuse is reactive; some may be premeditated with the intent to cause harm. Types of abuse include: hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, but may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that a pupil has been physically abused include: bruises, abrasions, burns, scalds, bite marks, fractures and scars.

Signs which may be indicators of concern include:

- Explanations provided for an injury which may not be consistent with the injury.
- Parents/carers undisturbed or uninterested by an accident or injury.
- Unexplained delay in seeking treatment for an injury.
- Repeated presentation for minor injuries, which may represent a cry for help.
- Reluctance to give information or mention previous injuries.
- Children who flinch at sudden movements.



### 4.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It has an important impact on a developing child's mental health, behaviour and self-esteem.

Types of emotional abuse include:

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not allowing a child to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Persistently criticising, teasing or humiliating a child.
- Imposing developmentally inappropriate expectations, such as interactions beyond a child's developmental capabilities, overprotection, limiting exploration or preventing normal social interaction.
- Causing a child to feel frightened or in danger.
- Exploitation or corruption of children.
- Allowing a child to see or hear the ill-treatment of another.
- Bullying or cyberbullying.

Signs of emotional abuse may be difficult to recognise as they are mainly behavioural. From the parent/child relationship perspective they include:

- Abnormal attachment between the child and their parent.
- Parents who frequently complain about their child, who never praise or give attention or who are emotionally distant from their child.

From the pupil perspective, they include:

- Failure to thrive.
- Behavioural problems such as aggression or attention-seeking.
- Low self-esteem, lack of confidence and fearfulness, distress or anxiety.
- Poor relationships such as withdrawn or isolated behaviour.
- Delay in achieving developmental milestones.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### 4.4 Sexual Abuse

Sexual abuse is 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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching through clothing.

- 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.
- Grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males; women can commit acts of sexual abuse, as can other children.

Child sex abusers come from any professional, racial or religious background. Children under 16 years of age cannot provide lawful consent to any sexual intercourse.

Recognition of sexual abuse is difficult unless the child chooses to disclose and is believed, but signs are likely to be behavioural and emotional. There may be:

- Sexually explicit conversation or behaviour inappropriate to the child's age.
- Self-harm, including eating disorders and self-mutilation.
- Suicide attempts.
- Running away.
- Poor peer relationships, including unwillingness to be involved or communicate.
- Sudden changes in behaviours or extreme mood swings.
- Withdrawal and/or depression.
- Inappropriately sexualised conduct.

#### 4.5 **Neglect**

Neglect is the persistent failure to meet basic physical, emotional and/or psychological needs and is likely to result in the serious impairment of the child's health or development and long term difficulties with social functioning, relationships and educational progress.

Types of neglect include failure to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger or ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

Signs of general neglect include a child who:

- Is unkempt or inadequately clothed.
- Is listless, apathetic or unresponsive.
- Frequently and/or inexplicably comes to school hungry.
- Has frequent accidents or injuries.
- Thrives away from the home environment, but not in it.

## 5. SPECIFIC SAFEGUARDING ISSUES

Abusive behaviours can be displayed in a variety of ways and can consist of sexual abuse/activity; physical harm; emotional and/or verbal abuse. Additionally, behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

KCSIE acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying;
- children involved in the court system;
- children missing education;
- children missing from home or care;
- children with family members in prison;
- child criminal exploitation;
- child sexual exploitation;
- domestic abuse;
- drugs;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;
- gender-based violence / violence against women and girls (VAWG);
- hate;
- homelessness;
- so called 'honour-based' violence;
- mental health;
- peer on peer abuse (including sexual harassment and sexual violence between children);
- private fostering;
- radicalisation;
- relationship abuse;
- sexting;
- trafficking;
- violence against women and girls.

Staff should be mindful that safeguarding incidents and/or behaviours can be associated with factors outside the School. This is known as contextual safeguarding, which means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary. The DSL and DDSs will attend relevant training and ensure that staff understand the indicators and complexities of the issues noted below:



## 5.1 Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest via peer on peer abuse. This is most likely to include, but is not limited to, bullying (including cyber bullying), but in our school may also include physical abuse (e.g. hitting, kicking, shaking, biting, hair pulling), sexting, upskirting, gender specific abuse, initiation/hazing type violence and rituals (e.g. pupils being subject to initiation type activities), inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil or sexual violence and sexual harassment (sexual comments, remarks, jokes and online sexual harassment). We do not tolerate any harmful behaviour in school or pass it off as “having a laugh”, “banter” or “part of growing up” and will take swift action to intervene where this occurs.

We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is. Pupils are taught about the responsible and safe use of the internet, social media and mobile devices in Computing and PSHEE lessons and that it is a criminal offence to send an electronic communication (words and/or images) to another person with the specific intent to cause distress or anxiety. Pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. We encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

If staff become aware of a peer on peer incident or any pupil behaviour that gives rise to a safeguarding concern, they must report it to a DSL or DDSL in accordance with the procedures set out in this policy. All victims will be reassured that they are being taken seriously and no victim will ever be made to feel ashamed for making a report.

All staff will be trained in how to make a report. This will include the importance of not promising confidentiality at the initial stage and the need to listen carefully to the child whilst not being judgmental. Ideally, two staff members will be present (although this will not always be possible) and clear notes will be taken (best practice is to wait until the end of the disclosure and then write up notes immediately). Where illegal images are involved, staff will avoid viewing them wherever possible and make sure they are not forwarded on.

We understand that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary. All allegations will be recorded.

Careful consideration will be given to the appropriate response to any report of child on child sexual violence and/or sexual harassment. This will involve a risk and needs assessment and take into account the nature of the alleged incident (including whether a crime may have been committed), the ages of the children involved, any power imbalance between the children, whether the incident is a one-off or sustained pattern, the on-going risks present and other



related issues and the wider context. Special consideration will be given to the appropriateness of separating the perpetrator and victim from any classes they share.

King's House School has a strong commitment to its Anti-Bullying Policy and will consider all coercive acts and inappropriate child behaviour within a Child Protection context. The School will take the appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. This may include:

- Managing the incident internally;
- Early Help;
- Referrals to Children's Social Care;
- Reporting to the police

Victims may not disclose the whole picture immediately and children who have been victims of sexual violence may be traumatised and struggle in a normal classroom environment. Perpetrators may also need support and disciplinary sanctions may need to be implemented. The School will be alert to the need for on-going safeguarding vigilance and support for both victim and perpetrator in all cases of child on child abuse.

## 5.2 **Children missing education**

All children, regardless of their circumstances, are entitled to a full-time education. The LA has a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for 'Children missing from school' (see point 15.2), particularly on repeat occasions, to help identify the risk of abuse and neglect and prevent further occurrences.

The School must inform the LA Children's Services of any pupil who is going to be added to or removed from the admission register at a non-standard transition point. This duty does not apply at the start of the first year or at the end of the final year of education normally provided by that school, unless the LA requests such information. Schools are also obliged to inform where a child attending Nursery does not go on into Reception.

## 5.3 **Child Sexual Exploitation (CSE)**

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



Further information can be found at [www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited)

#### 5.4 Honour based abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Whilst it may be considered unlikely that a pupil from a culture practising HBA should choose a liberal western educational school such as King's House, staff should nevertheless keep an open mind about this form of abuse.

As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay. The DSL will take further advice from the SCP and make a referral where this is deemed necessary.

##### Female Genital Mutilation (FGM)

All staff should be alert to the possibility of a girl being at risk of, or already having suffered, FGM (sometimes referred to as female circumcision). Victims are likely to come from a community that is known to practise FGM. The age at which FGM is carried out varies enormously and may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

There is a range of potential indicators that a pupil may be at risk, the most pertinent to our circumstances being a parent asking for an extended period of time away from school with an unconvincing explanation for the absence. FGM may already have happened if a girl has difficulty walking, sitting or standing or spending longer than usual away from a classroom during the day with bladder problems.

Concerns should be reported immediately to the DSL, who will involve the SCP as appropriate. If a member of staff discovers that FGM appears to have been carried out on a child, they should personally report this directly to the police. This is a mandatory duty for teachers.

Further information can be found at:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

### Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Some communities use religion and culture as a way to coerce a person into marriage.

Further information can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322310/HMG\\_Statutory\\_Guidance\\_publication\\_180614\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf)

## 5.5 Preventing Radicalisation

King's House School recognises its responsibility to protect children from being radicalised or drawn into terrorism. The School supports the 'Prevent Strategy', which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Indicators of vulnerability to radicalisation include:

- Family tensions.
- Sense of isolation/low self-esteem/feeling of failure.
- Distance from cultural heritage/events affecting the pupil's country or region.
- A sense of grievance triggered by personal experience.

Early indicators of radicalisation or extremism may include:

- Becoming involved with a new group of friends.
- Searching for answers to questions about identity, faith and belonging.
- Expressions of support for terrorism, justifying the use of violence to solve real or perceived grievances.
- Possessing or accessing extremist materials.
- Changes in behaviour or language.

It is important to note that children experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour, including those already detailed in this policy.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs or alcohol. The School works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. King's House is an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should be articulated in a mutually respectful way.



Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The School will have regard to the School's safer recruitment guidelines with regard to visiting speakers and will ensure that they are both suitable and appropriately supervised for the duration of their visit.

Further information can be found at:

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

The DfE's briefing note: The use of social media for on-line radicalisation (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

#### **5.6 Children left at home alone**

This is a fairly common occurrence, but is potentially dangerous for children both physically and emotionally. If a member of staff is concerned about this, they should inform the Head. The Head may decide to contact the parents, on their return, to express serious concern about the incident, highlighting the risks to the child.

Reassurance will be sought from the parents that such a situation will not be repeated. If such reassurance is refused and the child continues to be left at home alone, the DSL should contact the SCP.

#### **5.7 Private Fostering**

If the School becomes aware that one of its pupils is being cared for 28 days or more by someone who is not their parent or a close relative, the School will refer the arrangement to the LA Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

### **6. RESPONDING TO CONCERNS ABOUT THE SAFETY AND WELFARE OF A CHILD**

6.1 We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

6.2 Concerns about a child may arise from:

- Observation of the child's behaviour or appearance.
- Things the child has said.
- A third party (another pupil, parent or guardian) who expresses concern.
- Receipt of an anonymous allegation.



### 6.3 **A member of staff suspects abuse or a child tells of abuse**

When there is suspicion of abuse, the member of staff must make a casual enquiry, without asking leading questions, about how an obvious injury was sustained or why the child appears upset. They should not, however, enter into a detailed investigation of the symptoms or causes of the child's distress or injury, as such an approach could prejudice later formal investigations.

Staff must not offer confidentiality to the child. This is not realistic. The member of staff should explain to the child that they need to pass on the information in accordance with this policy.

The member of staff must:

- **Observe** carefully the child's behaviour and demeanour.
- **Record** in detail what they have seen and heard and when they did so. Any comment by the child concerned or by an adult (who might be the abuser), should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.
- **Report** suspicions, on the same day, in accordance with the procedures in this policy.

### 6.4 **A third party expresses concern**

The member of staff to whom a third party expresses concern must:

- **Observe** the behaviour and demeanour of the person expressing concern, if done in person.
- **Record** in detail what they have seen and heard and when they did so. Actual words used should be quoted where possible.
- **Report** suspicions, on the same day, in accordance with the procedures in this policy.

The third party may seek confidentiality and anonymity. Whilst being sensitive to this request, no guarantee should be given as, in the interests of the child and if legal proceedings should follow, the identity of the third party may have to be disclosed.

Where another pupil expresses concerns, it should be remembered that such an action may be traumatic for the informer and support should be given.

### 6.5 **An anonymous allegation is received**

The member of staff in receipt of anonymous allegations about child abuse must:

- **Record** in writing the words used, as far as possible, where the allegation is by telephone or retain the paper where it is in writing.
- **Report** suspicions, on the same day, in accordance with the procedures in this policy.

### 6.6 **Action by staff in all cases**

- Written records are to be kept of all concerns. The School has a concerns form (Appendix I) that should, wherever possible, be used for this purpose. These records are to be kept securely and separate from the main pupil files.



- Dates, times and content of all interviews and actions in relation to the suspected abuse, should be recorded and signed by the observer and/or enforcer. Records must be accurate, factual, legible and contemporaneous; they may be used in court at a later date.

6.7 Members of staff with a concern or receiving a disclosure should report the matter in accordance with the procedures below.

6.8 The child's parent/carer will normally be contacted and kept informed of any action to be taken under these procedures. The decision as to when to contact parents will be made by the DSL. However, there may be circumstances when the DSL will need to consult the Head (if it is not the Head), the Local Authority Designated Officer, Children's Social Care and / or the police before discussing details with parents. In all cases, the DSL will be guided by the Kingston and Richmond SCP referral threshold document.

## **7. EARLY HELP**

7.1 There is a difference between having concerns about a child (for instance where a pupil has not suffered and is not likely to suffer significant harm, but is in need of additional support from one or more agencies) and a child being in immediate danger (see 8.2 below).

7.2 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help from a number of agencies, an early help inter-agency assessment should be arranged.

7.3 Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help.
- Undertake an assessment of the need for early help.
- Provide targeted early help service to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

7.4 All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later.

7.5 All staff should be aware of the early help process and understand their role which includes:

- Identifying emerging problems.
- Discussing early help requirements with the DSL.
- Sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

- 7.6 Staff should be aware that all children may benefit from early help but that they should be particularly alert to the potential need for early help of a child who:
- Is disabled and has specific educational needs;
  - Has special educational needs;
  - Is a young carer;
  - Shows signs of being drawn into anti-social or criminal behaviour;
  - Frequently goes missing from care of home;
  - Is misusing drugs or alcohol;
  - Is at risk of modern slavery, trafficking or exploitation;
  - Is in a challenging family circumstance e.g substance abuse, mental health issues;
  - Has returned home to their family from care;
  - Is showing early signs of abuse or neglect;
  - Is at risk of being radicalised or exploited;
  - Is a privately fostered child.
- 7.7 A member of staff or volunteer who considers that a pupil may benefit from early help should, in the first instance, discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Kingston and Richmond SCP referral threshold document.
- 7.8 If early help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The DSL should keep the case under constant review and consider referring the case to the LA Children's Services if the child's situation does not improve.

## **8. SAFEGUARDING PROCEDURES - REPORTING CONCERNS**

### **8.1 Concerns about a pupil's welfare**

If a member of staff is concerned about a pupil's welfare they should act immediately. Staff should not assume another colleague or professional will take action. Staff should be aware that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purpose of keeping children and young people safe. Early information sharing is vital and so the matter should be reported to the DSL as soon as possible. If the DSL is unavailable, the report should be made to another DP. See below for the procedures for dealing with allegations against staff and volunteers.

On being notified of a concern, the DSL will consider the appropriate course of action in accordance with the Kingston and Richmond SCP referral threshold document. Such action may include early help or a referral to Children's Social Care.

If it is decided that a referral is not required, the DSL will keep the matter under review and consideration will be given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.



Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to Children's Social Care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

## 8.2 **If a child is in immediate danger or at risk of harm**

If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to Children's Social Care and / or the police immediately. Anybody can make a referral in these circumstances. See below for details on making a referral.

If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

## 8.3 **Female genital mutilation**

Teachers must report to the police known cases of FGM in under 18s. See above for further information about FGM and this reporting duty.

## 8.4 **Making a referral**

The relevant contact information is set out at the front of this policy and in Appendix 2. If the referral is made by telephone, this should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken, should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact Children's Social Care again. Information must be shared with the minimum of people and the child concerned given clear avenues of support and communication.

If, after a referral, the pupil's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information, so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and, in any event, within five to ten working days.

## **9. VULNERABLE PUPILS**

9.1 The School will always ascertain the views and feelings of all children. We acknowledge the additional needs for support and protection of children who are vulnerable by virtue of:

- Special educational needs (SEN).
- Disability.
- The effects of substance abuse within the family.
- Being a young carer.
- Joining the school mid-year.
- Having been excluded from school.
- Having English as an additional language, particularly if they are very young, and will use a translation service if necessary.

9.2 Staff must understand that additional barriers can exist when recognising abuse and neglect in these children:

- Staff may assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or situation. Further exploration is essential.
- Peer group isolation can be more common than with other children.
- The child can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- The child may have communication barriers and difficulties in overcoming these barriers.

## **10. RECRUITMENT OF SCHOOL STAFF**

King's House School is committed to creating a safe environment for children and, as part of that, follows 'Safer Recruitment' procedures that help deter, reject or identify people who might abuse children. See the School's separate Safer Recruitment Policy for details.

It is also important that staff keep the School informed on an on-going basis of any information that might have implications for the safeguarding of the children in the School e.g. where their relationships and associations both within and outside the workplace (including online) may have implications for the safeguarding of children in School.

## **11. ALLEGATIONS OF ABUSE AGAINST STAFF**

11.1 King's House School takes seriously all allegations made against members of staff (including the DSL, volunteers, temporary and visiting staff, and supply teachers) that call into question their suitability to work with or be in a position of trust with children, whether made about events in their private or professional life. The School's procedures for dealing with allegations against staff follow those set out in Part 4 of KCSIE.

11.2 The School has procedures to deal with any allegations that a member of staff has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.



- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

11.3 All allegations against a member of staff, volunteer or supply teacher must be brought immediately to the attention of the Head (the “Case Manager”). If the Head is unavailable, the Chairman of Governors should be told at once, who will assume the role of Case Manager. The LA’s Designated Officer (LADO) must be informed, within one working day and before any further action is taken, of all allegations that appear to meet the criteria set out in 11.2 above.

11.4 If an allegation is made against the Head, the member of staff must immediately inform the Chairman of the Board of Governors without the Head being informed first. An allegation against any member of the Governing Body must also be reported to the Chairman of the Board of Governors.

The Chairman must inform the LADO of any such allegation that appears to meet the criteria set out in 11.2 above, within one working day and before any further action is taken. Concerns about the Chairman of the Board of Governors should be raised directly with the LADO.

11.5 Many cases may not meet the criteria set out above or may do so without warranting either a police investigation or enquiries by the LA. In these cases, local arrangements will be followed to resolve cases without delay.

11.6 All discussions should be recorded in writing and any communication with both the individual concerned and the parents of the child/children agreed with the LADO and other agencies, as appropriate.

11.7 Some rare allegations will be so serious they will require immediate intervention by the LA and/or police. In such cases, referral to the LADO will lead to a strategy meeting or discussion being held in accordance with the DfE guidance and SCP procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

11.8 A school has a duty of care towards its employees and, as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part 4 of KCSIE and the School's employment procedures.

11.9 When an allegation is made, the School will make every effort to maintain confidentiality while it is being investigated or considered. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation, in appropriate circumstances, will be observed.



- 11.10 Allegations that are found to be malicious will be removed from personnel records; for all other allegations, full details will be recorded on the confidential personnel file of the person accused. Any that are false, unsubstantiated or malicious, will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.
- 11.11 The School will retain all safeguarding records and relevant personnel records for so long as may reasonably be required in the circumstances whilst also having regard to relevant guidance from the Information Commissioner, and the Independent Inquiry into Child Sexual Abuse (IICSA).
- 11.12 Pupils that are found to have made malicious allegations are likely to have breached the School's Behaviour Policy and disciplinary action may be taken. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.
- 11.13 The resignation of a member of staff or volunteer (or the supply teacher's time at the school coming to an end) mid-way through an investigation will not lead to the investigation being abandoned.

## **12. WHISTLEBLOWING OF SAFEGUARDING CONCERNS**

- 12.1 Staff and volunteers should follow the School's Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, if they are concerned that the School's Safeguarding Children Policy and Procedures are not being followed correctly.
- 12.2 The NSPCC whistleblowing helpline is available for those who feel unable to raise any concerns about child protection failures internally. Staff and volunteers may contact the NSPCC Whistleblowing Helpline (0800 0280285) (8.00 am to 8.00 pm Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **13. NOTIFICATION TO THE DISCLOSURE AND BARRING SERVICE AND OFSTED**

- 13.1 If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly, if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.



- 13.2 If a member of staff tenders his or her resignation or ceases to provide his or her services to the School (or is a supply teacher's time at the school comes to an end) at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly, if the criteria for a referral are met.
- 13.3 Separate consideration will also be given to making a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

#### **14. SUPPORT FOR STAFF**

- 14.1 Members of staff who have been dealing with child protection issues may find the situation stressful or upsetting. We understand this and will ensure that they are supported.
- 14.2 Staff may also be concerned about being sued for defamation if their concerns are later found to be untrue. To assist in protecting against this, staff should ensure that concerns and statements are only made to the appropriate authorities.

#### **15. KEEPING CHILDREN SAFE THROUGH THE EVERYDAY LIFE OF THE SCHOOL**

- 15.1 All staff and volunteers are required to comply with the School's Code of Conduct.

##### **15.2 Child Missing from School**

Parents are responsible for making sure their children come to, and are delivered to, the school safely. If a child is going missing from school or from home, it may be an indicator of abuse or neglect. The following procedures should be followed if a child goes missing, with reference made to the Missing Child Policy, if appropriate:

- All pupils are registered for the morning session on the School's database system.
- If a pupil is not present, the office staff will attempt to contact the parents or guardians of the pupil to find out the reason for the absence (the School will hold more than one emergency contact number wherever reasonably possible). As the pupils get older, some will travel to school unaccompanied.
- Parents are asked to make sure the School is aware of this and the School will follow up on any non-appearance in the same way.
- Pupils are registered again before the start of the afternoon session.
- As well as these formal measures, staff should do informal checks on the class during the day, particularly if they are moving around, leaving the building or going on transport.

If a member of staff is concerned that a pupil is missing during the school day:

- They should firstly check with the School Office to see if there is any explanation for the absence and then check whether the pupil is elsewhere in the school.





- If there are still concerns, then a member of the SMT should be contacted immediately and the parents phoned for further checks.
- At this point, if the child is still missing, the police should be contacted (by calling 101) to report a missing child. In most cases there is an explanation, but it is still better to contact the police earlier rather than later.

### 15.3 Curriculum

King's House School acknowledges the important role that the curriculum can play in the preparation of its pupils for the responsibilities of adult life and in preventing abuse and radicalisation.

The School will do all it reasonably can to limit pupils' exposure to pornographic, terrorist and extremist material, by having in place appropriate filters and monitoring systems which are designed to protect children from harmful content without "over-blocking" or imposing unreasonable restrictions as to what children can be taught through online education.

Teachers will use the appropriate opportunities that exist in their area of responsibility to build resilience, help pupils to keep safe and teach them how to ask for help if their safety is threatened. Pupils will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly.
- To judge what kinds of physical contact are acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.
- The safe use of electronic equipment and the internet.
- To understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.
- Emotional literacy.

The School will promote "Healthy School" status through the curriculum with the aim of:

- Developing an ethos and environment which encourages a healthy lifestyle for pupils.
- Ensuring that the food and drink available across the school day reinforces the healthy lifestyle message.
- Providing high quality Physical Education and sport to promote physical activity.
- Developing 'listening school' pastoral activities, where pupils are encouraged to share concerns and anxieties through their form teacher.
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being.



#### 15.4 First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for a child to remove clothing for first aid treatment, there will, wherever possible, be another adult present.

All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

In accordance with the School's First Aid and Medical Conditions Policy, pupils requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

#### 15.5 Physical Intervention and Reasonable Force

Staff should only use physical intervention in particular circumstances and even then, only reasonable force should be used i.e. no more force than is needed.

Reasonable force will generally be used to control pupils and to restrain them. Control means 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 a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring that pupil.

If an incident occurs which might otherwise be misconstrued, or should it become necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents.

Any physical restraint used will comply with DfE and LA guidance. More detail is available in the Staff Code of Conduct and detailed DfE guidance can be found here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

#### 15.6 Safety in the School

Entry to School premises is controlled by doors that are secured physically or by staff supervision.

- Authorised visitors to the School will be logged into and out of the premises and will be asked to wear visible School visitor badges.
- Unidentified visitors will be challenged by staff and escorted to the School Office.
- Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police.

Internal doors to classrooms will not be locked whilst pupils are present in these areas.



All rooms that are used for teaching or having discussions with pupils will, wherever possible, have clear and unobstructed glass panels in the doors.

All computer use and internet access within the School will be subject to appropriate content filters and internet safety rules in line with the School's ICT and e-safety policies.

Photographic images of pupils in school or on school-organised activities, may only be taken with the prior consent of the School and then only in designated areas and in compliance with applicable data protection legislation. If parents do not consent to their children being photographed, their rights will be respected and their child will be removed from any production / team etc. where photographs are being permitted.

Appropriate risk assessments will be undertaken for all off-site school trips and activities.

Additional restrictions apply to protecting pupil safety in the EYFS and are set out in the Staff Code of Conduct.

### **15.7 Alternative Provision**

Where a child is placed with an alternative provision provider, the School will make sure it is satisfied that the provider meets the needs of the pupil and obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out at that establishment.

### **15.8 Homestays**

Where children take part in exchange visits (either in the UK or abroad) the School will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. This will include obtaining a DBS enhance certificate with barred list information to inform the assessment.

## **16. RECORD KEEPING**

16.1 If a pupil is withdrawn from King's House School, having not reached the normal date of transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted, to ensure that their educational records are sent without delay to that school. If the parent/carer fails to provide this information, an urgent referral will be made by the Head to the LA Children's Services.

16.2 If this School receives educational records concerning a child who is not registered here, the records will be returned to the sending school with a note advising them to contact their LA Children's Services.

16.3 If there is any doubt as to the identity of a pupil, advice will be sought from the LA Children's Services and other statutory agencies, as appropriate.



- 16.4 We will maintain accurate records of those with Parental Responsibility for all pupils, along with emergency contact details.
- 16.5 A pupil's name will only be removed from the Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the relevant LA Children's Services.
- 16.6 The content of Child Protection conferences or Review reports prepared by the School, will follow the headings recommended by the SCP and will, wherever possible, be shared with the parents/carer in advance of meetings.
- 16.7 Child Protection records will be sent to receiving schools separately and under a confidential cover.
- 16.8 Archived records will be kept in accordance with DfE guidelines and data protection principles.

## **17. MANAGING, MONITORING AND REVIEW BY THE GOVERNING BODY**

- 17.1 The Governing Body recognises its responsibility to:
- Ensure appropriate procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
  - Ensure there is a named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in place.
  - Ensure the School contributes to inter-agency working, including providing a co-ordinated offer of Early Help when additional needs of children are identified and support to children subject to child protection plans.
  - Ensure children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum.
  - Recognise the expertise of members of staff in safeguarding matters and give them the opportunity to contribute to and shape the safeguarding arrangements and child protection policy.
- 17.2 The Governing Body will conduct an annual review of the School's Child Protection and Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. The DSL will work with the Safeguarding Governor to prepare a written report commissioned by the full Governing Body. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.
- 17.3 The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Local Authority Designated Officer. The full Governing Body will review the report, this policy and the implementation



of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Minutes of the review will be sufficiently detailed to demonstrate both breadth and depth of the review.

17.4 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements. The DSL will report termly to the Safeguarding Governor on child protection and safeguarding matters, including levels of child protection referrals made by the School. Any deficiencies or weaknesses in regard to arrangements will be remedied without delay.

17.5 The Governing Body will ensure that:

- The School's safeguarding arrangements take into account the procedures and practice of Kingston and Richmond SCP, including understanding and reflecting local protocols for assessment and the referral threshold document.
- They comply with their duties under legislation and that policies, procedures and training in the School are effective and comply with the law at all times.

**Mark Turner**  
**Headmaster**

**Revised: September 2019**  
**Annual Review Date: September 2020**

**Nick Watkins**  
**Safeguarding Governor**

**Chris Laverty**  
**Chair of Governors**



## APPENDIX I: KING'S HOUSE SCHOOL - RECORD OF CONCERN ABOUT A CHILD

Child's Name	
Date of Birth	
Gender M/F	
Ethnic Origin	
Disability	
Date and Time of Concern	
Your account of the concern: <i>(What was said, observed, reported and by whom)</i>	
Additional Information: <i>(What did you do/say following the concern)</i>	
Your response: <i>(What did you do/say following the concern)</i>	
Your Name	
Your Signature	
Your position in the school	
Date and time of this recording	
Action and response of Head / DSL	
Name	
Date	

**All concerns must be reported the same day or within 24 hours.**



## APPENDIX 2: CHILD PROTECTION and SAFEGUARDING CONTACT DETAILS

### KING'S HOUSE SCHOOL - DESIGNATED SAFEGUARDING PERSONS

<b>Mr Mark Turner:</b> DSL & Headmaster	020 8939 2529	turner.m@kingshouseschool.org
<b>Mr Martin Shore:</b> DDSL & Deputy Head	020 8940 1878	shore.m@kingshouseschool.org
<b>Mr Simon Gower :</b> DDSL - JD & Head of Junior Department	020 8940 7015	gower.s@@kingshouseschool.org
<b>Mrs Jane O'Brien :</b> DDSL-Nursery & Head of EYFS and Before & After School Care	020 8948 5655	obrien.j@kingshouseschool.org

### KING'S HOUSE SCHOOL - SAFEGUARDING GOVERNOR

<b>Nick Watkins</b>		
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### KING'S HOUSE SCHOOL - CHAIR & VICE CHAIR OF THE BOARD OF GOVERNORS

Allegations against the Head must be reported to the Chair/Vice-Chair of the Board of Governors.

<b>Ms Chris Lavery: Chair</b>	0208 939 2529	
<b>Mr Richard Ward: Vice Chair</b>	0208 939 2529	rcward@btinternet.com

### LOCAL AUTHORITY SERVICES - RICHMOND SAFEGUARDING CHILDREN'S BOARD

All serious child protection concerns must be reported to Richmond SPA (Single Point of Access) – a multi-agency team that works together to share information and make child protection decisions. To access the on-line SPA referral form, access the Richmond Website [www.richmond.gov.uk](http://www.richmond.gov.uk) Type 'Child Protection' in the search box and follow the link on that page.

Allegations against staff must be reported to the LADO (Local Authority Designated Officer). Contact with the LADO is made via Richmond SPA.

<b>Richmond SPA &amp; LADO</b>	Working hours: 0208 547 5008	Out of hours: 0208 770 5000
	Email	<a href="mailto:LADO@achievingforchildren.org.uk">LADO@achievingforchildren.org.uk</a>

### Other useful contact details

<b>Police Non-Emergency</b>	101	
<b>Police Anti-Terrorist Hotline</b>	0800 789 321	
<b>Police Child Abuse Investigation Team</b>	020 8247 6331	
<b>Forced Marriage Unit</b>	020 7008 0151	fmu@fco.gov.uk



<b>DfE Helpline (Extremism)</b>	020 7340 7264	<a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a>
<b>Disclosure and Barring Service</b>	01325 953 795	<a href="http://www.gov.uk/government/organisations/disclosure-and-barring-service">www.gov.uk/government/organisations/disclosure-and-barring-service</a>
<b>Independent Schools Inspectorate - Concerns Helpline</b>	<a href="tel:02076000100">020 7600 0100</a>	<a href="mailto:concerns@isi.net">concerns@isi.net</a>
<b>Ofsted - Concerns Helpline</b>	0300 123 4666	<a href="mailto:CIE@ofsted.gov.uk">CIE@ofsted.gov.uk</a>
<b>NSPCC Whistle-Blowing Helpline</b>	0800 028 0285	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>





## **APPENDIX 3: DESIGNATED SAFEGUARDING LEAD**

In accordance with Annex B of KCSIE, the main responsibilities of the Designated Safeguarding Lead (DSL) are:

### **Managing referrals**

The DSL is expected to:

- a) Refer cases of suspected abuse to the local authority Children's Social Care as required;
- b) Support staff who make referrals to the local authority Children's Social Care;
- c) Refer cases to the Channel programme where there is a radicalisation concern as required;
- d) Support staff who make referrals to the Channel programme;
- e) Refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service as required; and
- f) Refer cases where a crime may have been committed to the Police as required.

### **Work with others**

Act as a point of contact with safeguarding partners.

Liaise with the Head to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).

Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Raise awareness**

The DSL should ensure this policy is known, understood and used appropriately.

Ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the Governing Body regarding this.

Ensure this policy is available publicly.



Ensure that parents are aware that referrals about suspected abuse or neglect may be made to Children's Social Care and the School's role in this.

Maintain links with the Kingston and Richmond SCP to ensure staff are aware of training opportunities and the local policies on safeguarding.

### **Child protection file**

Where children leave the School, ensure their child protection file is transferred to any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

### **Prevent**

In accordance with the *Prevent duty Guidance for England and Wales* and *Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (2015) the DSL has, in addition, the following responsibilities:

- a) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- b) Co-ordinating Prevent duty procedures in the School;
- c) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated;
- d) Undergoing WRAP or other appropriate training;
- e) Maintaining an ongoing training programme for all School employees, including induction training for all new employees and keeping records of staff training; and
- f) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

### **Training**

The DSL and deputies have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- a) Understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments;
- b) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- c) Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;

- d) Are alert to the specific needs of children in need, those with special educational needs and young carers;
- e) Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- f) Understand the importance of information sharing, both within the School, and with external organisations as necessary;
- g) Are able to keep detailed, accurate, secure written records of concerns and referrals;
- h) Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- i) Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- j) Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- k) Obtain access to resources and attend any relevant or refresher training courses;
- l) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

### **Availability**

The DSL (or one of the Deputy DSLs) will always be available (during School hours) for staff in the School to discuss any safeguarding concerns. Normally the DSL (or a Deputy) will be available in person but in exceptional circumstances availability may be via telephone, Skype or some other media. Out of hours / out of term time safeguarding concerns should initially be sent to [safeguarding@kingshouseaschool.org](mailto:safeguarding@kingshouseaschool.org) or alternatively made direct to the DSL (or a Deputy) using the contact details in Appendix 2.

### **Deputy DSLs**

Deputy DSLs are trained to the same standard as the DSL. While activities of the DSL may be delegated to Deputy DSLs, ultimate lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.