KING'S HOUSE SCHOOL
RICHMOND

SAFEGUARDING CHILDREN POLICY

Member of staff responsible:	Head and Safeguarding Governor
Date of policy review:	September 2026
Date of next review:	September 2027
Approved by Governors:	September 2026

This policy applies to the whole School including EYFS.

King's House School will safeguard and promote the welfare of children who are pupils at the School, having regard to the DfE statutory guidance: Working Together to Safeguard Children (March 2026); Keeping Children Safe in Education (September 2026) (KCSIE); The Prevent Duty Guidance: for England and Wales (December 2023) (Prevent); The Education (Independent School Standards) Regulations (as most recently amended); the Statutory Framework for the Early Years Foundation Stage (July 2026); Working together to improve school attendance (July 2026); Digital and technology standards in schools and colleges (September 2026); Relationships education, Relationships, and Sex Education (RSE) and Health Education (July 2025); Children Missing Education (September 2025); Multi-agency statutory guidance on FGM (July 2020); Behaviour in schools (February 2024); After school clubs, community activities, and tuition (safeguarding guidance for providers) (February 2026); The Charity Commission guidance Safeguarding and protecting people for charities and trustees (June 2022).

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

Name	Role	Responsibility	Telephone	Email
Mr Martin Shore	Deputy Head	Designated Safeguarding Lead (DSL)	0208 940 1878	shore.m@kingshouseschool.org
Mr Mark Turner	Head	Deputy Designated Safeguarding Lead (DDSL) and Prevent Lead	0208 939 2529	turner.m@kingshouseschool.org
Mr Simon Gower	Head of Junior Dept	Deputy Designated Safeguarding Lead with responsibility for the Junior Department (DDSL – JD)	0208 940 7015	gower.s@kingshouseschool.org

Mrs Jane O'Brien	Head of Co-Education Experience and Admissions	Deputy Designated Safeguarding Lead with responsibility for EYFS and Before and After School (DDSL-Nursery)	0208 948 5655	obrien.j@kingshouseschool.org
Mrs Jo Reid	Nursery Practitioner and After School Care Manager	Deputy Designated Safeguarding Lead for Wraparound Care in the Nursery Department.	0208 948 5655	reid.j@kingshouseschool.org
Mr Richard Ward	Governor	Chair of Governors	0208 939 2529	ward.r@kingshouseschool.org
Mrs Jenny George	Governor	Vice-Chair of Governors	0208 939 2529	george.j@kingshouseschool.org
Mrs Beth Snowden-Brown	Governor	Safeguarding Governor	0208 939 2529	snowden-brown.b@kingshousesc hool.org

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)

Richmond SPA & LADO	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	LADO@achievingforchildren.org.uk

CONTENTS:

1.	Introduction	Page 5
2.	The School's Child Protection Team	Page 6
3.	Training	Page 7
4.	Abuse, neglect and exploitation	Page 9
5.	Online Safety	Page 12
6.	Specific safeguarding Issues (including radicalisation)	Page 13
7.	Responding to concerns about the safety and welfare of a child.	Page 30
8.	Early Help	Page 32
9.	Safeguarding Procedures – reporting concerns	Page 34
10.	Vulnerable pupils	Page 36
11.	Recruitment of School staff	Page 38
12.	Allegations of abuse against staff	Page 38
13.	Low level concerns policy	Page 45
14.	Whistleblowing	Page 50
15.	Notification to the Disclosure & Barring Service and Ofsted	Page 51
16.	Support for staff	Page 51
17.	Keeping children safe through the everyday life of the School	Page 52
18.	Record keeping	Page 56
19.	Managing, monitoring and review by the Governing Body	Page 57
	Appendix 1 – Record of concerns	Page 59
	Appendix 2 - Contact details	Page 60
	Appendix 3 - Designated Safeguarding Lead	Page 62

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

1. 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. The School adopts a whole-school approach to safeguarding, meaning **all staff** in all roles and capacities (whether employed, contracted, peripatetic, volunteer or student) have an inescapable duty to protect our children from harm.

1.1 All members of staff have a responsibility to:

- Be alert to signs of abuse and neglect by knowing and recognising them.
- Exercise professional curiosity and question behaviours if something seems unusual and ask for help.
- Take action to protect a pupil who is suffering harm or may be 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.
- Determine how to build trusted relationships with children which facilitate communication.
- Provide a safe environment in which pupils can learn.
- Always act in the interest of the child when concerned about their welfare.

1.2 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 and low level concerns 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, Pupil Behaviour, Mental Health and Wellbeing, Internet Safety, Chromebook Acceptable Use (AUP), Learning Support and SEND, 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 coordinates 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), the police or other support is appropriate, in accordance with the referral thresholds set by the LSCB.

2.4 The role of the DSL is explicitly specified in the post holder's job description, and the DSL will have the additional time, funding, training, resources and support needed to carry out their duties as DSL. See also Appendix 3.

2.5 The DSL is supported by a Deputy Designated Safeguarding Lead (DDSL) and three DDSLs with responsibility for the Junior Department (DDSL - JD), the EYFS (DDSL - Nursery) and After School Care in the Nursery (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 All members of the Governing Body are accountable for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, however 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): **Martin Shore, Deputy Head.**
- Deputy Designated Safeguarding Lead (DDSL): **Mark Turner, 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 (DDSL - Nursery) – **Jane O'Brien, Head of Co-Education Experience and Admissions.**
- Deputy Designated Safeguarding Lead with responsibility for After School Care in the Nursery - **Jo Reid, Nursery Practitioner and After School Care Manager.**
- Chair of the Board of Governors: **Richard Ward.**
- Governor leading on Child Protection and Safeguarding: **Beth Snowden-Brown.**

Parents are encouraged 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

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

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 governors, 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 Pupil Behaviour Policy, Staff Code of Conduct,

Whistleblowing procedures, Staff Acceptable Use Policy, a copy of Part one and, where appropriate, Annex A of KCSIE and appropriate Prevent training. The appropriate response to children who are missing from education is also explained to staff.

All staff are required to annually read at least Part one of KCSIE in full and confirm that they have done so. School leaders and staff who work directly with children will also be required to read Annex A of KCSIE.

3.3 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 child on child abuse, radicalisation and online safety (including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). There will be a clear policy on the use of technology in the School. Formal training will be carried out in accordance with LSCB guidance. It will be carried out on induction 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, prejudice-based harm, child sexual exploitation, female genital mutilation, cyberbullying, child on child abuse, sexual violence, sexual harassment and mental health and to ensure 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 Governor training will enable members of the governing body to provide strategic challenges, to test and assure themselves that safeguarding arrangements are effective and deliver a whole school approach to safeguarding. It will also cover training on the Human Rights Act, the Equality Act and local multi-agency safeguarding arrangements.

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

4. ABUSE, NEGLECT AND EXPLOITATION

4.1 All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the School, inside and outside of home, and online.

All staff should be aware that abuse, neglect, exploitation 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 Indicators of abuse and neglect

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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.

4.3 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.

4.4 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.

4.5 Sexual Abuse

Sexual abuse is forcing, causing or inticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration) 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.

Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males; women can commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not.

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.

4.6 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. ONLINE SAFETY

The internet and social media expose children to potentially harmful and inappropriate material.

There are four key areas of online risk:

a. Content: being exposed to illegal, inappropriate or harmful content.
b. Contact: being subjected to harmful online interaction with other users.

c. Conduct: personal online behaviour that increases the likelihood of, or causes, harm.
d. Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Many children have unlimited and unrestricted access to the internet via mobile phone networks. This means some children bully and/or sexually harass other children via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Staff will be trained in online safety (including understanding roles and responsibilities in relation to filtering and monitoring) and the theme of online safety will be an integrated theme in school life and in school policies. Staff have a duty to escalate any concerns or suspicions relating to pupils being exposed to potentially harmful or inappropriate online material or online abuse.

Technology, and the risks and harms related to it, evolve and change rapidly. The School will therefore carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks facing our pupils.

The School has appropriate filtering and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system and school devices whether in school or at home. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online; reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming; restrict access to online risks such as online gambling, phishing or financial scams; and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images. These systems will be reviewed annually as part of the School's annual online safety review, carried out by the SLT member responsible for filtering and monitoring.

Further detail of the School's policy and procedures in relation to online safety can be found in the School's Internet Safety Policy which also includes detail on the use of mobile and smart technology in School.

The School recognises that artificial intelligence, including generative AI, presents both significant opportunities and safeguarding risks in education. The School is committed to ensuring that the use of AI is safe, ethical, transparent and aligned with the School's

safeguarding obligations. Further details of the School's policy and procedures in relation to Artificial Intelligence can be found in the School's Artificial Intelligence (AI) Policy.

The School will liaise with parents to reinforce the importance of children being safe online and the systems the School uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning, including the sites they will be asked to access and who from the School their child is going to be interacting with online.

6. 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, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and the sending of nude and semi-nude images put children in danger. Abusive behaviours can occur both inside and outside of school, or online.

Annex A of KCSIE contains important additional information about the following specific forms of abuse and safeguarding issues:

- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and child sexual exploitation (CSE)
- County lines
- Children and the court system
- Children who are absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Modern slavery and the National Referral Mechanism
- Preventing radicalisation
- Serious violence
- Honour or faith-based abuse (including female genital mutilation and forced marriage)

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 DDSLs will attend relevant training and ensure that staff understand the indicators and complexities of the issues noted below:

6.1 Child on Child Abuse (including child on child sexual harassment and sexual violence)

6.1.1 What is child on child abuse?

All staff should be aware that safeguarding issues can manifest via child on child abuse. This may include:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents;
- abuse in intimate personal relationships between children (also known as teenage relationship abuse);
- physical abuse (e.g. hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm);
- Serious physical assault and harm, or the threat of harm with a weapon;
- consensual and non-consensual making and sharing of nude and semi-nude images and/or videos including those generated using AI e.g. deepfakes;
- 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;
- sexual assault;
- sexual behaviour including child on chid sexual violence and sexual harassment.

Peer on peer sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. It is never acceptable. Whilst it is more likely that girls will be victims and boys will be perpetrators, this is not always the case and staff should be alert to boys being the

victims of child on child sexual violence and sexual harassment.

Sexual violence includes:

- Rape;
- Assault by penetration;
- Sexual assault;
- Causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Sexual harassment includes**:**

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as, deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- Displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be standalone, or part of a wider pattern or sexual harassment and/or sexual violence. It may include:
    - Consensual and non-consensual sharing of nude and semi-nude images and/or videos;
    - Sharing of unwanted explicit content;
    - Sexualised online bullying;
    - Unwanted sexual comments and messages, including on social media;
    - Sexual exploitation, coercion and threats;
    - Coercing others into sharing images of themselves or performing acts they are not comfortable with online
- Upskirting;
- Misogyny/misandry

Child on child abuse can happen both in person (inside and outside of school) or online, or both.

6.1.2 **"It could happen here":**

The School adopts an attitude of "it could happen here" in relation to child on child

abuse, including sexual violence and sexual harassment. Staff must understand that a lack of reporting of child on child abuse does not mean that it is not happening. It may be the case that it is just not being reported. As such it is important that if staff have **any** concerns regarding child on child abuse, they must report it to the DSL or DDSL, even when the child about whom they are concerned has not made a report.

In every possible instance the School will seek to address inappropriate behaviour (even if it appears relatively innocuous) before it becomes problematic, abusive and/or violent in the future. All staff have a role to play in proactively being alert to instances of potential child on child sexual violence or sexual harassment.

6.1.3 **A zero tolerance approach:**

The School has a zero tolerance approach to child on child abuse and staff must never pass it off as "having a laugh", "just banter", "boys being boys" or "part of growing up". Harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment will never be dismissed. Dismissing or tolerating such behaviours risks normalising them. Any reports of child on child abuse will always be taken seriously.

6.1.4 **These procedures:**

These arrangements apply to all reports and concerns of child on child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

It is of the utmost importance that staff are able to recognise the indicators and signs of child on child abuse, and that they understand how to respond to reports.

The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. It will be made clear to children that once they have made a report to a member of staff, that member of staff will take their report seriously, and that they will never be made to feel like they are creating a problem by making the report.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may

show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to child on child abuse, and can recognise the indicators and signs of child on child abuse and know how to identify it and how to respond to reports.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

6.1.5 **Steps to minimise the risk of abuse:**

We use lessons and assemblies to help children understand, in an age-appropriate way, what child on child abuse is. Pupils are taught about the responsible and safe use of the internet, social media and mobile devices in Computing and PSHE 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.

6.1.6 **Children with particular vulnerabilities:**

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to child on child group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children.

The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

6.1.7 **Escalating concerns to the DSL:**

If staff become suspicious that there may be a child on child incident or if they have any suspicions relating to 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.

6.1.8 **The 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 and not asking leading questions.

Ideally, two staff members will be present (although this will not always be possible) and clear notes will always be taken (best practice is to wait until the end of the disclosure and then write up notes immediately).

All victims will be reassured that they will be kept safe, that they are being taken seriously and no victim will ever be made to feel ashamed for making a report or made to feel that they are creating a problem. It will be explained to victims (in such a way that avoids alarming or distressing them) that the law is in place to protect children.

If the DSL is not present for the report, they will be informed of the report as soon as practically possible.

6.1.9 **Allegations involving nude images:**

Where nude or semi-nude images or videos are involved, the School will follow the guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people". Staff will avoid viewing them wherever possible and make sure they are not forwarded on, and will consider whether it may be more appropriate to confiscate any devices to be passed onto the police.

6.1.10 **Responding to a report of child on child abuse:**

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.

Careful consideration will be given by the DSL to the appropriate response to all reports of child on child abuse, including sexual violence and/or sexual harassment,

whether online or offline, and the School will at all times have regard to the procedures set out in KCSIE. Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', the following procedures will be followed.

Where there has been a report of sexual violence, the DSL's response will involve an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case by case basis. The risk and needs assessment should consider:

- The victim;
- Whether there may have been other victims;
- The alleged perpetrator(s);
- All the other children (and, if appropriate, staff) at the School, and any actions that are appropriate to protect them from the alleged perpetrator(s) or from future harms; and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments will be recorded and kept under review.

The response will also involve a consideration of 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, that sexual violence and sexual harassment can take place within intimate personal relationships, the importance of understanding intra familial harms and any necessary support for siblings following incidents, 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. The needs and wishes of the victim will be considered paramount and the victim will be at the heart of the School's response. The School will seek to allow the victim to continue in their normal routine, as far as possible, ensuring that the School is a safe space for them. The School will give immediate consideration as to whether any medical, practical or emotional care is needed by the victim.

The victim's parents or carers should normally be informed about the allegations, unless doing so would put the victim at greater risk.

The School will take 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. This will usually be appropriate if a child is at risk of harm, is in immediate danger, or has been harmed;
- Reporting to the police. Police may be informed of any harmful sexual behaviour which are potentially criminal in nature, such as grabbing bottoms or genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. When a report has been made to the police, the School will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers.

If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the child and appropriate specialist support offered.

Victims may not disclose the whole picture immediately and children who have been victims of sexual violence or sexual harassment 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.

6.1.11 **Written records:**

The School will keep a written record of all concerns, discussions and decisions made.

6.1.12 **Monitoring patterns:**

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.

6.1.13 **False reports:**

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the School will consider whether any disciplinary action is appropriate against the individual who made it.

6.2 Children who are absent from 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 absent from education in their area.

A child being absent from School, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. School staff should follow the School's Attendance Policy and the procedures for 'Children missing from school' (see point 17.2), 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.

6.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE occur where a child is coerced, manipulated or deceived into taking part in sexual or criminal activity.

CSE 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

CCE often includes children being forced or manipulated into transporting drugs or money through county lines, shoplifting, pickpocketing or committing violence. As children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, so staff should be particularly alert to this type of exploitation. Children may have been criminally exploited even if the activity appears to be something they have agreed or consented to.

6.4 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 are 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

6.5 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

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.

6.6 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.

6.7 **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).

6.8 **Modern Slavery:**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "Modern slavery: how to identify and support victims (May 2022)".

6.9 **Cybercrime:**

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

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

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL, should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk.

6.10 **Mental health:**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting Children and Young People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

6.11 **Domestic abuse:**

The School recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including sexual, physical, emotional, and economic abuse and coercive and controlling behaviour.

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy. School staff can contact Operation Encompass on 0204 513 9990 (8 am to 1pm, Monday to Friday) for advice in respect of children who have experienced domestic abuse.

6.12 **Child abduction and community safety incidents:**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging

children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe, and our lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

6.13 **Children with family members in prison:**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

6.14 **Nudes and/or semi-nudes:**

Making or sharing nudes or semi nudes refers to the creation, sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into a

existing nude online

- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS/UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" sets out the classification of incidents, and how each should be handled.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible. All incidents involving the sharing of nude or semi-nude images will receive a safeguarding response, regardless of whether they are consensual or non-consensual. The School will take a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

The DSL will follow the DDMSC / UKIS guidance when responding to a report of making or sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keeping them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and this policy.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with

statutory requirements set out in KCSIE and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the police as a matter of urgency.

6.15 **Homelessness:**

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

7. RESPONDING TO CONCERNS ABOUT THE SAFETY AND WELFARE OF A CHILD

7.1 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.

7.2 Concerns about a child may arise from:

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

7.3 **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.

7.4 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.

7.5 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.

7.6 Action by staff in all cases

- Written records are to be kept of all concerns. The School has a concerns form

(Appendix 1) that should, wherever possible, be used for reporting concerns. Records must be kept of how the concern was followed up and resolved, and a note of any action taken, decisions reached and the outcome. These records are to be kept confidential and stored securely and separately from the main pupil files.

- At no time should photographic evidence of any suspicious or unexplained physical injuries or marks to a child's person should be taken. A detailed written description of the injury should be recorded.
- 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.

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

7.8 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.

8. EARLY HELP

8.1 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 9.2 below).

8.2 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.

8.3 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.

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

8.5 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.

8.6 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 or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory ECHP);
- Has a mental health need
- Is a young carer (a child who provides or intends to provide, care for another person);
- Is pregnant and/or is a parent themselves
- Shows signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from education, home or care;
- Has experienced multiple suspensions, is at risk of, or has been permanently excluded from schools, or is in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a parent or carer in custody, or is affected by parental offending;
- Is in a family circumstance presenting challenges for the child such as , drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Has been repeatedly removed from the classroom
- Is on a part-time table
- Is a privately fostered child.

8.7 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.

8.8 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.

9. SAFEGUARDING PROCEDURES - REPORTING CONCERNS

9.1 Concerns about a pupil's welfare

If a member of staff is concerned about a pupil's welfare (for any reason, based upon anything they suspect may have happened in school, outside of school, at home or online) 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. When deciding what information to share, staff should consider:

- the relevancy of the information, including to the current safeguarding risk;
- what is necessary for the receiving setting to know;
- whether it is clearly presented and appropriately contextualised.

The governing body will ensure that staff understand the relevant data protection principles which allow them to share (and withhold) personal information, including:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal and should be treated as 'special category personal data';
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows, where appropriate, the sharing of special category personal data, without the need for consent.
- not providing pupils' personal data in response to a Subject Access Request where the serious harm test under the data protection legislation is met.

Early information sharing is vital and so the matter should be reported to the DSL as soon as possible (and in any event within 24 hours). If the DSL is unavailable, the report should be made to another DDSL. 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 or a referral to the police.

If it is decided that a referral is not required, the DSL will consider how the matter should be handled internally. This will include keeping the matter under review and consideration will be given to a referral to Children's Social Care if the 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 and for all instances of child on child abuse (including child on child sexual harassment and/or sexual violence).

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.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. This will help if/when responding to any complaint about the way a case has been handled. Safeguarding records should be clear, factual, and distinguish between observed concerns, professional opinion, and historic information. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. The information should be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of KCSIE.

9.2 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. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

9.3 **Female genital mutilation**

If any staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL. There is a statutory duty on teachers to report to the police known cases of FGM in under 18s. See above for further information about FGM and this reporting duty.

9.4 **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.

10. VULNERABLE PUPILS

10.1 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 and/or disabilities (SEND).
- The effects of domestic abuse or 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.

- Being LGBT.

10.2 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 disproportionally impacted by things like bullying, without outwardly showing any signs.
- The child may have communication barriers and difficulties in overcoming these barriers.

10.3 **Special educational needs and/or disabilities (SEND)**:

Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice- based bullying) than other children;
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School or the consequences of doing so.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

10.4 **Lesbian, gay, bisexual or gender-questioning:**

A child being lesbian, gay or bisexual is not in itself an inherent risk factor for harm. However, children who are lesbian, gay or bisexual can be targeted by their peers and be vulnerable to discriminatory bullying. In some cases, a pupil who is perceived by their peers to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who identify as such.

When supporting a gender questioning child, the School will not initiate any action. The School will take time to understand the thoughts and feelings of children who are questioning their gender and be appropriately professionally curious about the full range of the child's experiences.

The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

Risks can be compounded where children who are lesbian, gay or bisexual lack a trusted adult with whom they can be open. The School endeavours to provide a safe space for lesbian, gay, bisexual and gender-questioning children to speak out or share their concerns with trusted members of staff.

11. 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.

12. ALLEGATIONS OF ABUSE AGAINST STAFF

12.1 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.

12.2 The procedures set out in this paragraph 12 deal with any allegations that a member of staff has met the "harm threshold". This means 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.

12.3 Those allegations which do not meet the harm threshold will be treated as "low level concerns", and the School has procedures in place to deal with low level concerns (see paragraph 13).

12.4 If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation(s) without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-names basis.

12.5 Where an allegation has been made, there will be two strands to the School's response:

a. Looking after the welfare of the child – the DSL will take the lead in formulating the School's response to managing the child in question's welfare.
b. Investigating and supporting the person subject to the allegation – this relevant course of action will be determined via discussions with the LA's Designated Officer (LADO).

12.6 When dealing with an allegation about a staff member the School will apply common sense and judgement, deal with allegations quickly, fairly and consistently and will support the person subject to the allegation, as follows:

12.6.1 All allegations against a member of staff, volunteer, governor or supply teacher must be brought immediately to the attention of the Head (the "Case Manager"). This includes behaviour that may have happened outside school which might make an individual unsuitable to work with children. If the Head is unavailable, the Chair of Governors should be told at once. If an allegation is made against the Head, the member of staff must immediately inform the Chair of the Board of Governors without the Head being informed first. In such cases, the Chair of the Board of Governors will assume the role of Case Manager. An allegation against any member of the Governing Body must also be reported to the Chair of the Board of

Governors.

The Case Manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. (Where the Case Manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the Case Manager should contact children's social care and as appropriate the police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the police and/or children's social care. The DSL is responsible for ensuring the child is not at risk.

12.6.2 Concerns about the Chair of the Board of Governors should be raised directly with the LADO.

12.6.3 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.

12.6.4 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.

12.6.5 Where the Case Manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the LADO and make a risk assessment of the situation. It may be necessary for the LADO to make a referral to children's social care.

12.6.6 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. When to inform the individual who is the subject of the allegation will be considered on a case by case basis and with guidance from the LADO, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and

given an explanation of the likely course or action. The Case Manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual

12.6.7 The Case Manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the Case Manager before suspending a member of staff:

- redeployment within the School so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the School so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or,
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation.

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The Case Manager will give due weight to the views of the LADO, Working Together To Safeguard Children and KCSIE when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the Case Manager will confirm the decision within one working day, and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The Case Manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

12.6.8 Where further enquiries are required to enable a decision about how to proceed, the LADO and Case Manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to the School to ensure that an appropriate investigation is carried out.

12.6.9 The Case Manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).

12.6.10 Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.

12.6.11 The Case Manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made, in accordance with paragraph 15 below.

12.6.12 Upon conclusion of the case, the Case Manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

12.7 Where initial discussions lead to no further action, the case manager and the LADO should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

12.8 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.

12.9 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.

12.10 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). The information to be kept on file includes a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, decisions reached and the outcomes, and a declaration on whether the information will be referred to in any future reference.

12.11 Pupils that are found to have made malicious allegations may have breached the School's Pupil Behaviour Policy and the Head will consider whether any disciplinary action is appropriate. If an allegation is shown to be deliberately invented or malicious, the DSL should also consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. 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.

12.12 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.

12.13 **Supply teachers and contractors:**

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine

a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left the School first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

12.14 Where an adult makes an allegation of historic abuse, that adult should be advised to report the allegation to the police. Non-recent allegations made by a child should be reported to the LADO, who will coordinate the appropriate response. Abuse can be reported no matter how long ago it happened.

12.15 In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

12.16 **Use of school premises by third party providers for extra-curricular and non-school activities**

The School may receive an allegation relating to an incident that happened when an individual or organisation was using the School's premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School shall follow its safeguarding policies and procedures, including informing the LADO.

The School requires that all third party providers running activities for children (regardless of whether or not they are pupils of the Schools) give an assurance that they have appropriate safeguarding and child protection policies and procedures in place. It is a condition of the hire agreement for use and occupation of the premises that hirers have appropriate safeguarding arrangements in place.

13. LOW LEVEL CONCERNS POLICY

13.1 A concern that does not meet the threshold set out in paragraph 12.2 must nevertheless be reported, investigated and followed-up. The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff.

13.2 A low-level concern is a concern – no matter how small, and even if no more than causing a sense of unease or a "nagging doubt" – that a member of staff, contractor, governor or volunteer may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work; and
- does not meet the threshold set out in paragraph 12.2, or is otherwise not serious enough to consider a referral to the LADO.

Staff do not need to be able to determine in each case whether the behaviour in question constitutes a low level concern, or if it may meet the harm threshold. Once staff share what they believe to be a low level concern, that determination should be made by the Head.

13.3 Low level concerns can exist on a wide spectrum, from the inadvertent or thoughtless, through to that which is ultimately intended to enable abuse. Examples of low level concerns might include (but are not limited to):

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- Humiliating children.

13.4 The School's Staff Code of Conduct is made available to all staff. The aim of the Staff Code of

Conduct is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff are expected to comply with the standards contained within the Staff Code of Conduct at all times.

13.5 The Head is the ultimate decision-maker in respect of all low-level concerns.

13.6 **How to report a potential low level concern:**

13.6.1 **Who to report the concern to:**

Low level concerns should be reported to the Head as soon as reasonably possible and, in any event, within 24 hours of becoming aware of it (where the concern relates to a particular incident) – although it is never too late to share a low level concern.

If the Head is absent for any reason, the low level concern should be shared with the Chair of Governors, or in their absence, the Vice Chair of Governors. Where a low level concern is shared with the Chair of Governors, the Chair of Governors will inform the Head of the concern in a timely fashion.

If any low level concern relates to the behaviour of the Head, it should be referred to the Chair of Governors, or the Vice Chair in their absence, without the Head being informed.

In addition, concerns about the Chair of the Board of Governors should be raised directly with the LADO, without the Chair being informed.

If there is a conflict of interest in sharing a low level concern with the Head, the low level concern should be shared with the Chair of Governors, unless there is a conflict of interest in doing so, in which case it should be reported directly to the LADO.

13.6.2 **The means by which to report the concern:**

The concern can be reported verbally or a written summary can be provided.

Where the concern is reported verbally, the Head will make an appropriate record of the conversation, either contemporaneously or immediately following the discussion and will exercise sound professional judgement in determining what information is necessary to record for safeguarding purposes.

13.6.3 Where a low level concern relates to a person employed by a supply agency or a

contractor, the School will notify that person's employer so that any potential patterns of inappropriate behaviour can be identified.

13.7 **Self-reporting:**

13.7.1 Staff should feel confident to proactively self-refer where, for example, they have found themselves in a situation that could be misinterpreted or might appear compromising to others.

13.7.2 Equally, a member of staff may, for whatever reason, have behaved in a manner which, on reflection they consider falls below the standard set out in the Staff Code of Conduct. Self-reporting in these circumstances can be a positive for a number of reasons, and staff are encouraged to self-report on the basis that:

- It is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity;
- It demonstrates awareness of the expected behavioural standards and self-awareness as to the member of staff's own actions or how they could be perceived; and
- Crucially, it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

13.7.3 The School's aim is to create an environment where staff are encouraged and feel confident to self-refer.

13.8 **The response to an allegation of a low level concern:**

13.8.1 Once the low level concern has been raised with the Head, the Head will (not necessarily in the below order but in an appropriate sequence according to the nature and detail of the particular concern shared with them):

- Speak to the person who has raised the low level concern (unless raised anonymously).
- Speak to any potential witnesses (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted).
- Speak to the individual about whom the low level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted).
- Where they are in any doubt, seek advice from the LADO. This can be done on a no-names basis, if appropriate or necessary.

13.8.2 Having carried out the above steps, the Head will review the information gained and the Head will determine whether behaviour:

- Is in fact appropriate – i.e. is entirely consistent with the Staff Code of Conduct;
- Constitutes a low level concern;
- Is not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO, on a no-names basis if necessary;
- When considered with any other low level concerns that have previously been raised about the same individual, could now meet the threshold in paragraph 12.2 and be referred to the LADO; or
- In and of itself meets the threshold of an allegation and should be referred to the LADO.

13.8.3 The Head will ensure that appropriate and detailed records are kept of all internal and external conversations regarding the concern or allegation, their determination, the rationale for their decision and any actions taken.

13.8.4 The Head will consider whether the concern or allegation also potentially raises misconduct or capability issues.

13.9 Action to be taken if it is determined that the behaviour is entirely consistent with the Staff Code of Conduct and the law:

13.9.1 The Head will update the individual in question and inform them of any action taken (as above).

13.9.2 The Head will speak to the person who shared the low-level concern – to provide them with feedback about how and why the behaviour is consistent with the Staff Code of Conduct and the law.

13.10 Action to be taken if it is determined that the behaviour constitutes a low level concern:

13.10.1 Any investigation of low-level concerns will be done discreetly and on a need-to-know basis.

13.10.2 Most low level concerns by their very nature are likely to be minor. Some will not give rise to any ongoing concern and, accordingly, will not require any further action. Others may be most appropriately dealt with by means of management

guidance and/or training. In many cases, a low level concern will simply require a conversation with the individual about whom the concern has been raised.

13.10.3 Any such conversation with individuals in these circumstances will include being clear with them as to why their behaviour is inappropriate, problematic or concerning, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question. Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate.

13.10.4 Some low level concerns may also raise issues of misconduct or poor performance which are unrelated to safeguarding. The Head will also consider whether this is the case – by referring to the School's disciplinary and/or capability procedure.

13.10.5 Staff should be aware that when they share what they believe to be a low level concern, the Head will speak to the adult who is the subject of that concern (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted) – no matter how 'low' level the concern may be perceived to be, to gain the subject's account – and to make appropriate records (as above), which may need to be referenced in any subsequent disciplinary proceedings.

13.10.6 How the School responds to a low-level concern may be different depending on the employment status of the individual who is the subject of the concern - i.e. whether they are an employee or worker to whom the School's disciplinary and/or capability procedure would apply; or a contractor, governor or volunteer. The School's response will be tailored accordingly.

13.11 Action to be taken if it is determined the behaviour in and of itself meets the harm threshold, or when considered with any other low level concern that may have previously been shared about the same individual, may meet the harm threshold:

13.11.1 Where the harm threshold may be met, then the allegation will be referred to the LADO/other relevant external agencies, in accordance with the process set out in paragraph 12 above, Part 4 of KCSIE and the relevant local procedures.

13.12 **Recording low level concerns:**

13.12.1 All low-level concerns will be recorded in writing, setting out the detail of the concern, the context in which the concern arose, and action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. These will be held in a central low level concerns file.

13.12.2 Where multiple low level concerns have been shared regarding the same individual these will be kept in chronological order as a running record, and with a timeline alongside. These records will be kept confidential and held securely.

13.12.3 These records must be kept confidential and held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times.

13.12.4 The information will be retained for as long as deemed relevant and necessary for a safeguarding purpose. In most cases, once a staff member leaves the School, any low level concerns which are held relating to them:

- will be retained at least until the individual leave the School; and
- will not be included in any onward reference, except as set out at paragraph 13.14 below.

13.13 **Reviewing the low level concerns file:**

Records will be regularly reviewed by the Head to ensure that all such concerns are being dealt with promptly and appropriately, and so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. A record of these reviews will be made.

Where a pattern is identified in respect of a specific individual, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the LADO. The School will also consider whether any wider cultural issues are at play that may have enabled the behaviour and/or whether the School should arrange for additional training or a review of any of its policies to reduce the risk of further problematic behaviour.

13.14 References:

Low-level concerns will not be included in references unless they relate to issues which would normally be included in references, for example, misconduct or poor performance. A

low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference.

14. WHISTLEBLOWING OF SAFEGUARDING CONCERNS

14.1 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.

14.2 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.

15. NOTIFICATION TO THE DISCLOSURE AND BARRING SERVICE, TEACHING REGULATION AGENCY AND OFSTED

15.1 If the School ceases to use the services of a member of staff because they are unsuitable to work with children (including where the individual has resigned), 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.

15.2 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.

15.3 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.

16. SUPPORT FOR STAFF

16.1 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.

16.2 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.

17. KEEPING CHILDREN SAFE THROUGH THE EVERYDAY LIFE OF THE SCHOOL

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

17.2 **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 SLT 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.

17.3 **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. Preventative education is most effective in the context of a whole-school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic, and sexual violence/harassment. The School will do all it reasonably can to limit pupils' exposure to harmful material, by having in place appropriate filters and monitoring systems, as set out at paragraph 5.

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, and the importance of consent.
- 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.

17.4 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.

The School will ensure that pupils are treated with respect and dignity at all times, and therefore, images of a pupil's injuries must not be taken. 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 Management 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.

17.5 Restrictive Intervention

Restrictive interventions, including reasonable force and seclusion, must never be used as a form of punishment and may only be used under lawful circumstances such as to prevent injury to a pupil or others, prevent serious damage to property, prevent a criminal offence, or prevent serious disruption.

Staff will proactively minimise the need for restrictive interventions through preventative approaches, positive behaviour management and the use of de-escalation strategies wherever possible. Staff should only use restrictive interventions in particular circumstances and even then, only reasonable force should be used i.e. no more force than is needed for the least amount of time.

If a member of staff has used physical restraint, they must inform a member of the Senior Leadership Team. The School will record and report restrictive interventions, including significant uses of force, seclusion and restraint, as soon as reasonably practical. Parents will also be informed as soon as reasonably practicable, and where possible the same day.

Any physical restraint used will comply with DfE and LA guidance. The DfE guidance can be found here:
https://assets.publishing.service.gov.uk/Restrictive_interventions_including_use_of_reasonable_force_in_schools

Further detail of the School's policy and procedures in relation to use of restrictive

intervention and reasonable force can be found in the school's Safe Handling Policy and the Staff Code of Conduct.

17.6 **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. In particular, personal mobile phones and cameras are strictly prohibited in EYFS areas, and must be left stored away from the children in a locked area or office.

17.7 **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.

17.8 **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 enhanced certificate with barred list information to inform the assessment.

17.9 **Arrangements for visiting speakers**

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee.

17.10 **Use of devices with imaging and sharing capabilities, including in the EYFS**

Personal devices with imaging and sharing capabilities, including mobile telephones and cameras, should not be out in classrooms or teaching areas (except for multi-factor authentication purposes); please note that in EYFS areas, mobile phones are strictly prohibited and must be left stored away from the children in a locked area or office.

School-owned devices with imaging and sharing capabilities, including iPads, phones and cameras, may only be used for authorised School purposes and in accordance with the School's policies on the use of devices with imaging and sharing capabilities which can be found in the School's Staff Code of Conduct, the Staff Acceptable Use and iPad Policy and in

the Taking, Storing and Using Images of Children Policy.

18. RECORD KEEPING

18.1 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.

18.2 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.

18.3 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.

18.4 We will maintain accurate records of those with Parental Responsibility for all pupils, along with emergency contact details.

18.5 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.

18.6 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.

18.7 Child Protection records will be sent to receiving schools separately and under a confidential cover within 5 days of an in-year transfer, or within the first 5 days of the start of a new term. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

18.8 Archived records will be kept in accordance with DfE guidelines and data protection principles.

19. MANAGING, MONITORING AND REVIEW BY THE GOVERNING BODY

19.1 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.
- Ensure the School has appropriate filtering and monitoring systems in place and regularly review their effectiveness.

19.2 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.

19.3 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.

19.4 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 Leadership 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.

19.5 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.

APPENDIX 1: 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: *(What was said, observed, reported and by whom)*	
Additional Information: *(What did you do/say following the concern)*	
Your response: *(What did you do/say following the concern)*	
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

Mr Martin Shore: DSL & Deputy Head	020 8940 1878	shore.m@kingshouseschool.org
Mr Mark Turner: DDSL & Headmaster	020 8939 2529	turner.m@kingshouseschool.org
Mr Simon Gower : DDSL - JD & Head of Junior Department	020 8940 7015	gower.s@@kingshouseschool.org
Mrs Jane O'Brien : DDSL - Nursery, EYFS and Before and After School Care & Head of Co-Education Experience and Admissions	020 8948 5655	obrien.j@kingshouseschool.org
Mrs Jo Reid: DDSL - Wraparound Care in the Nursery & Nursery Practitioner and After School Care Manager	020 8948 5655	reid.j@kingshouseschool.org

KING'S HOUSE SCHOOL - SAFEGUARDING GOVERNOR

Beth Snowden-Brown	0208 939 2529	snowden-brown.b@kingshousescho ol.org

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.

Mr Richard Ward: Chair	0208 939 2529	ward.r@kingshouseschool.org
Mrs Jenny George: Vice Chair	0208 939 2529	george.j@kingshouseschool.org

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 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.

Richmond SPA & LADO	Working hours: 0208 547 5008	Out of hours: 0208 770 5000
	Email	LADO@achievingforchildren.org.uk

Other useful contact details

Police Non-Emergency	101	
Police Anti-Terrorist Hotline	0800 789 321	
Police Child Abuse Investigation Team	020 8247 6331	
Forced Marriage Unit	020 7008 0151	fmu@fcdo.gov.uk
DfE Helpline (Extremism)	020 7340 7264	counter.extremism@education.gov.uk
Disclosure and Barring Service	01325 953 795	www.gov.uk/government/organisations/disclosure-and-barring-service
Independent Schools Inspectorate – Concerns Helpline	020 7600 0100	concerns@isi.net
Ofsted – Concerns Helpline	0300 123 4666	CIE@ofsted.gov.uk
NSPCC Whistle-Blowing Helpline	0800 028 0285	help@nspcc.org.uk

APPENDIX 3: DESIGNATED SAFEGUARDING LEAD

In accordance with Annex B of KCSIE and Annex C of the Early Years Foundation Stage Statutory Framework, 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, including the requirement for children to have an Appropriate Adult.

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.

Where the School receives safeguarding information for pupils this will be reviewed by the DSL who will take steps to clarify any information that is unclear or incomplete. Where there are issues or concerns this may include a conversation between the DSLs at both settings. The DSL will ensure that key staff are aware of any relevant information for new pupils.

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 (including understanding the filtering and monitoring systems and processes in place);

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@kingshouseschool.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.