

The King's School



Safeguarding Policy (incorporating Child Protection) March 2018

Safeguarding Contacts within The King's School

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Deputy DSL: Caroline Santer

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For details of External Safeguarding Contacts see page 25

Introduction

Caring for children's basic needs is a principle that the Bible supports within the 'greatest commandment' – loving our neighbour as ourselves and protecting the most vulnerable in society.

Statement of intent

The King's School wants to safeguard and promote the welfare of children who are pupils at the School, including EYFS or in attendance at any activities on the school site during the school day, which complies with the Department for Education (DfE) Keeping Children Safe in Education (KCSiE) - statutory guidance for schools and colleges - and has regard to Working Together to Safeguard Children (2015) (WTTSC). To this effect, the school ensures that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare and that our safeguarding arrangements reflect the Hampshire protocols.

Safeguarding and promoting the welfare of children is everyone's responsibility. No single professional can have a full picture of a child's needs and circumstance. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing, and kept as confidential record. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care. Whilst all staff can contribute to early help, such 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; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child

The welfare of pupils at The King's School is safeguarded and promoted by the drawing up and effective implementation of our written Risk Assessment Policy, which takes appropriate action taken to reduce risks that are identified. We recognise specifically the particular vulnerabilities of children with SEN/D to abuse. Children with special educational needs can face additional safeguarding challenges and we recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

This policy applies to all employed members of staff, and to those contractors who have regular access to the school, and are listed as such on our central register of employment. The categories of staff include full and part time staff of all categories, peripatetic music and other visiting staff who are self-employed and those volunteers who also are included as regular in attendance at school. The Headteacher takes a proportional risk based approach to the level of information that is provided to temporary staff and volunteers. The policy also includes guidance on procedures when a member of staff, volunteer, Designated Person for safeguarding and child protection (DSL), or the Headteacher faces allegations of abuse.

To ensure effective management of this and related policies and its implementation, we have a governor who is responsible for Safeguarding and Safeguarding is also discussed at every Governors' meeting. This Policy will be reviewed annually or earlier in the case of a significant change in any relevant legislation or regulatory guidance. The School recognises the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis. Staff contribute to and shape safeguarding arrangements and child protection policy.

Annexes to this policy:

Annex 1	Types of abuse and neglect
Annex 2	Role of Designated Safeguarding Leads
Annex 3	Staff Code of Conduct
Annex 4	Keeping yourself safe
Annex 5	Further information on Child Sexual Exploitation and FGM
Annex 6	Further information on Preventing Radicalisation – 'Prevent'
Annex 7	Online safety
Annex 8	Whistleblowing policy
Annex 9	Links to Expert and Professional organisations
Annex 10	Supporting Documentation
Annex 11	Safeguarding Contacts

Aims

Our aims are to:

- Create an environment in the School which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background
- Work with parents to build their understanding of, and commitment to, the welfare of all our children
- Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults
- Encourage children to develop a sense of autonomy and independence

- Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches
- Give the children the right help at the right time to address risks and prevent issues escalating
- Specifically raise children's awareness of the benefits and dangers inherent with computer activities, associated technologies and online working; and
- Ensure that everyone within our school establishment recognise our duties not only to children at risk of significant harm, but also to children in need. It is not necessary for schools to use the legal phrase "child in need"; to show an understanding that our role includes recognising when a child needs support, preventing problems escalating and working with external agencies to this end if that is what is called for.

Children have said that they need:

- Vigilance : to have adults notice when things are troubling them
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- Stability: to be able to develop an on-going stable relationship of trust with those helping them
- Respect: to be treated with the expectation that they are competent rather than not
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- Support: to be provided with support in their own right as well as a member of their family
- Advocacy: to be provided with advocacy to assist them in putting forward their views

In working to provide children with support, we include the above views of children in assisting our management of safeguarding.

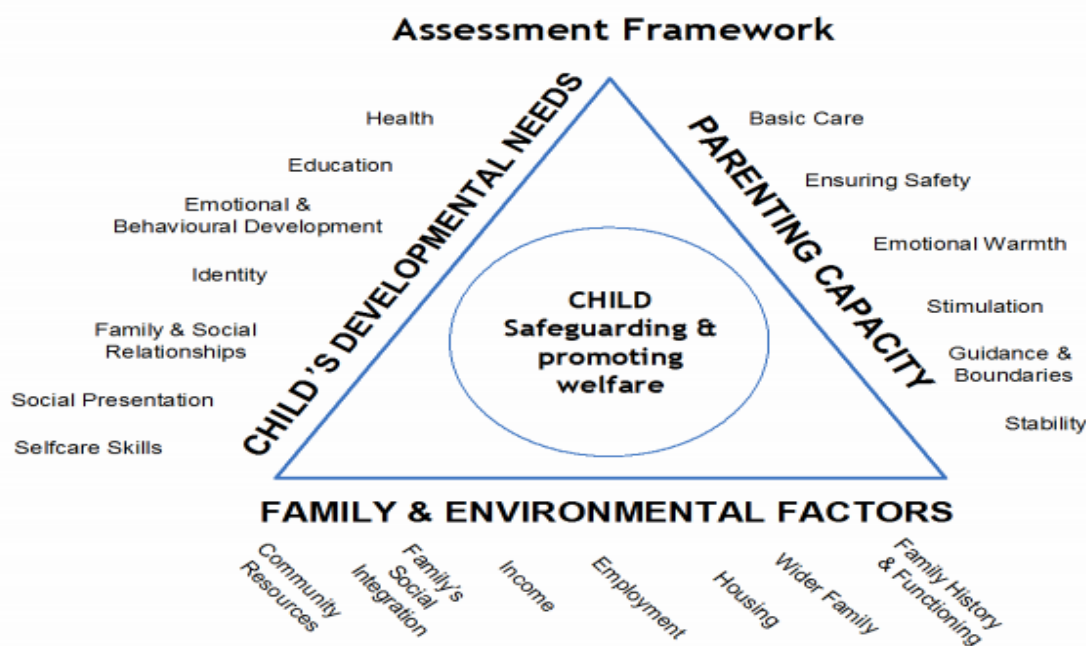
We include in our safeguarding concerns children who run away or go missing, Female Genital Mutilation, Child Sexual Exploitation and Radicalisation. Whilst these may be rare occurrences, we recognise their importance in our locality, and that we have specific reporting responsibilities should they arise. See Appendix 5 for further information on these areas.

Liaison with other bodies

We have procedures for contacting the local authority on safeguarding and child protection issues, to ensure that it is easy, in any emergency, for the School and local statutory children's agencies, including social services, to work well together.

We work within the Hampshire Local Safeguarding Children Board (LSCB) guidelines which confirm locally agreed inter-agency procedures, now based online for our use on demand, and recognise our point of contact within Hampshire to be the Local Authority Designated Officer (LADO) for allegations against staff and Children's Social care for allegations involving children. We will report through the LADO within one working day the actions we take in respect of allegations of abuse by adults, and through Children's Services and their Social Care and Assessment team's Duty Social Worker where we have concerns that a child/young person may be at risk of harm. The assessment framework model we abide by is shown below (as directed by KCSIE).

Assessment framework



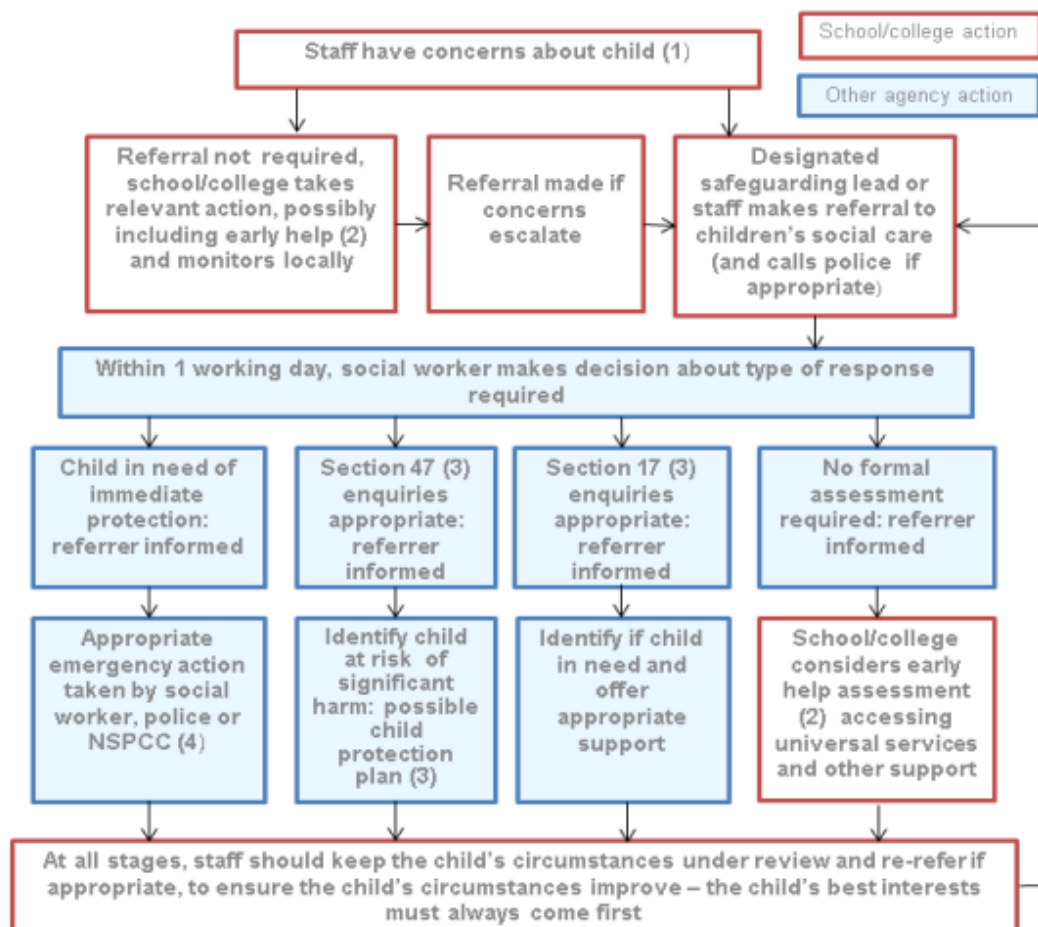
As the Assessment Framework implies, where our concerns involve safeguarding children at risk (who have suffered or are likely to suffer significant harm), those concerns will be reported to Children’s Social Care immediately. Where we identify those children who are in need of additional support from one or more agencies, then we will seek inter-agency assessment using local processes, including use of the “Common Assessment Framework (CAF)” and “Team around the Child” (TAC) approaches. Hampshire’s Multi-Agency Safeguarding Hub (MASH) provides a single point of access to early help and safeguarding services.

Our procedures and processes are inspected by The Independent Schools Inspectorate (ISI), and it is to LSCB that we will report the actions we have taken in respect of allegations of abuse, usually on the day of first report and no later than 24 hours after the report. ISI is the body approved for the purpose of inspection under Section 162A of the Education Act 2002, and reports to the DfE on the extent to which The King’s School meets statutory requirements.

If a report is to be made to the authorities, we act within Hampshire’s Local Safeguarding Board guidance, and who will advise on next steps, including consulting with staff and/or parents.

What follows is the KCSIE guidance on Actions where there are concerns about a child.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
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, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

Below are the priorities once a Referral of a safeguarding nature about a child has been made to Children's Services.

Response to a referral

Once the referral has been accepted by local authority children's social care the lead professional role falls to a social worker.

The social worker should clarify with the referrer, when known, the nature of the concerns and how and why they have arisen.

Within **one working day** of a referral being received a local authority social worker should **make a decision** about the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm, and whether enquires must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

Action to be taken:

The child and family must be informed of the action to be taken.

Local authority children's social care should see the child as soon as possible if the decision is taken that the referral requires further assessment.

Where requested to do so by local authority children's social care, professionals from other parts of the local authority such as housing and those in health organisations have a duty to cooperate under section 27 of the Children Act 1989 by assisting the local authority in carrying out its children's social care functions. This duty also applies to other local authorities.

Recruitment of staff, volunteers and other workers

For the avoidance of doubt, this applies to all divisions of the school, including EYFS.

1. We always aim to ensure safe and fair recruitment and selection is conducted at all times. Safeguarding and promoting the welfare of children and young people is an

integral factor in our recruitment and selection and is an essential part of creating safe environments for children and young people.

2. We operate safe recruitment procedures which have regard to the guidance contained in KCSIE and in compliance with the Independent Schools Standards.
3. Regulations ensure that no disqualified or unfit person works in the school or has access to children. Though not an exhaustive list, this will include checks via the Disclosure and Barring Service (DBS), checks against the appropriate Barred List, prohibition checks (for teaching posts), employment history, appropriate references and whether a person is disqualified* from working with children (including by association, where applicable to the role applied for).
4. Regulation on Disqualification from Childcare, including 'by association', makes 3 demands of schools
 - i. A requirement to inform relevant people of the legislation, including that they may be disqualified 'by association' (or ensure they have been informed by others, such as their supply agency)
 - ii. A requirement to "take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified by association"
 - iii. A requirement to keep records, including "the date disqualification checks were completed", whether on the Single Central Register (optional) or elsewhere.

Our recruitment procedures comply with these demands.

5. We take particular care to ensure those involved in one-to-one teaching are aware of their safeguarding responsibilities.
6. Applicants for posts within the School are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974 (and the Childcare (Disqualification) Regulations where appropriate). Candidates are informed of the need to carry out checks before posts can be confirmed and that any job offer will be withdrawn if any check is not satisfactory. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
7. Volunteers who have not been through the full vetting process do not work unsupervised.
8. All school staff are provided with a copy of KCSIE 2016 (part 1) which includes Annex A on their first day of service in the school, and as part of their induction process have their understanding of its contents checked.
9. All leaders and those staff that work with children have their attention drawn to Annex A, including as it does further information on Children missing in Education, Child Sex Exploitation, Honour-based violence, including FGM and Forced marriage and their mandatory reporting, and on preventing radicalisation, the Prevent duty and the Channel programme.
10. A number of school staff, such as cleaners, have little opportunity for contact with children. They are advised on safeguarding on appointment, and updated within every 3 years.

External workers and visitors

11. We take all appropriate steps to ensure that checks are made on any staff employed by another agency working in school. These are known as Visiting Professionals, and include Psychologists, Nurses, Police*, other public sector staff who will have been checked by their employing organisation (such as LA, Primary Care Trust, Strategic Health Authority), Sports referees and other equivalent professionals supplied by a central body.
12. We have procedures for recording the details of visitors to the School. We take security steps to ensure that we have control over who comes into the School so that no unauthorised person has unsupervised access to the children. Visiting Speakers: all visiting speakers are checked for suitability by the headteacher/deputy head and any visiting speakers are always appropriately supervised.
13. The training of the all the DSLs is conducted by the Hampshire Local Safeguarding Children Board, includes child protection, higher-level safeguarding and inter-agency working, and is updated at least once every two years
14. New staff, volunteers and other workers (such as self-employed, visiting instructors) who join the School are required to participate in induction training appropriate to their role. This will include as a minimum:
 - Identification of the School's Lead DSL and Deputies
 - The School's safeguarding policy
 - The Code of Conduct for staff
 - Whistleblowing procedures/policy
 - Specific reference to online safety and training
 - A copy of Part 1 of KCSIE 2016, includes Annex A*Such induction training will usually take place within the first few weeks of employment.
15. All existing staff, volunteers and other workers (such as self-employed, visiting instructors) who work with children receive updated training at regular intervals with the content being in accordance with the LSCB. We aim to ensure this happens at least once every three years with training being delivered either by an external consultant or, if not available, the DSLs.
- 16.** Those staff, volunteers and other workers (such as contractors) who do not work directly with children receive training as deemed appropriate to their role by the Lead DSL and LSCB. This training and supporting guidance will also be updated at regular intervals. We aim to ensure this happens at least once every three years and is usually delivered by the DSLs.
17. All staff, volunteers or other workers who have contact with children are required to have read Part 1 of KCSIE (NB: current issue September 2016).
18. A record of training in safeguarding/child protection is kept on a central record by the Human Resources Department.

Staff obligations

19. All staff in our school are required to notify the Headteacher immediately if there are any reasons why they should not be working with children. This includes any staff who

are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf).

The 'by association' requirement also applies if a member of staff lives in the same household as or someone is employed in his/her household who has been disqualified from working with children under the Childcare Act 2006.

20. The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.
21. The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Headteacher immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the Headteacher immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.
22. The lead member of staff for ICT liaises frequently with the DSL to review actions with regards to technology and online safety, and recommendations from such meetings notified to both the Headteacher and to our safeguarding governor.
23. Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Headteacher for more details.

Staff, volunteers or workers leaving

24. The School will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met; that is, they have caused harm or posed a risk of harm to a child.
25. In addition, consideration will also be given to making a referral will be made to the National College for Teaching and Leadership where a teacher has been dismissed for misconduct (or would have been dismissed had s/he not resigned) and a prohibition order may be appropriate. The reasons for such an order include "unacceptable professional conduct", conduct that might bring the profession into disrepute, or a "conviction", at any time, for a relevant offence.

Allegations of abuse against members of staff, volunteers or the Head

By this we mean allegations of serious harm or abuse by any person living, working or looking after children in our School (whether that allegation relates to harm or abuse committed on

our premises or elsewhere) or of any other abuse which is alleged to have taken place on the premises or elsewhere. Allegations must be reported immediately.

Whom should allegations be reported to?

Against

Staff, volunteers,
Deputy DSL/DSL
Headteacher

Should be reported to

DSL
Headteacher
LADO/Safeguarding governor

26. The School will adhere to the statutory guidance on dealing with allegations of abuse in force at the time, with any further action - including investigation - taken only with the agreement of the LADO or Duty Social Worker. The following key principles apply:-
27. We will consider and thoroughly investigate any allegation expeditiously, fairly and consistently, avoiding all unnecessary delays. The aim will always be to ensure a quick resolution to the benefit of all concerned; the nature, seriousness and complexity of the allegation will have a bearing on timescales.
28. In the first instance, and always prior to any internal investigation taking place, the School will contact either the Southampton or Hampshire LADO for further professional advice and discussion within one working day (contact details below). We will discuss with the LADO the content and context of the allegation and will agree a course of action, including any involvement with the Police. Discussions will be recorded in writing and communication with both the individual and parents of the child/children agreed. For the avoidance of doubt, the School does not require parental consent before reporting allegations to the LADO.
29. In the case of serious harm, the Police will be informed from the outset.
30. Where appropriate, the person who is subject of an allegation will be notified as soon as is practicable and will be provided with as much information as possible at that time (NB: in some instances the School may not be permitted to disclose full details).
31. Suspension will never be a default option; the School will always consider whether the circumstances warrant suspension and/or reasonable alternative arrangements (such as redeployment or working under supervision) are appropriate before a final decision is given in this regard. The LADO's views will always be taken into consideration. However, as Lead DSL, the Headteacher will always have the final decision on suspension. The individual will be notified of the reasons and justification for suspension and provided with a named contact within one working day.
32. Allegations that are found to have been malicious will be removed from personnel records. We will not refer to any unsubstantiated, unfounded or malicious allegations in employer references.
33. Whilst care will be taken to ensure the effective protection of the child making the allegation, we will always provide appropriate support to the person who is the subject of the allegation.
34. There are restrictions on the reporting or publishing of allegations against staff and the School will take all reasonable steps to ensure that confidentiality is maintained and guard against unwanted publicity while an allegation is being investigated. These

restrictions apply up to the point where the accused is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

35. If the subject of an allegation chooses to resign their employ, the School will continue with its investigation and will make every effort to reach a conclusion regardless of whether the individual chooses to assist the investigation.

Whistleblowing

36. The School aims to create and maintain an environment where staff feel supported in their safeguarding role and able to raise concerns, including about poor or unsafe practice and potential failures in the School's safeguarding regime.
37. The School has a separate Whistleblowing policy. All staff are required to report to the DSL or to the Headteacher, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Further Government advice on whistleblowing can be found here - <https://www.gov.uk/whistleblowing>

Planning

38. The layout of the School allows for constant supervision. Where children need to spend time away from the rest of the group, we are clear where they should study.

Curriculum

39. We introduce key elements of child protection into our PSHE courses, so that children can develop understanding of why and how to keep safe. Secondary House and Sports Captains are given awareness training in matters of child protection and safeguarding.
40. We create within the School a culture of value and respect for the individual. We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.
41. We give particular attention to ways in which children can adjust their behaviours to reduce risks, both in person or when using electronic equipment or when on-line - see also Annex 4 "Situation Guidance for Pupils/Students" for further information.

Suspicious of abuse or concerns about a pupil's welfare.

42. On appointment, and as part of the regular training to update staff on pupil welfare and safeguarding issues, all staff (including teachers and non-teaching staff) learn how to report suspicions of abuse or concerns about a pupil's welfare to the DSL. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
43. When a member of teaching or non-teaching staff wishes to report a suspicion or concern, they are asked to complete a written record which is always given to the DSL or Headteacher. The Head will take action as appropriate; all records are kept confidential and reviewed regularly so that concerning patterns of behaviour can be spotted.

Use of e-Mail

44. Staff are advised not to use email to write down or report abuse or concerns. If for any reason email is considered appropriate to communicate to another party, the child's full name or other features that would identify him/her should not be included.

Responding to suspicions of abuse

45. We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.
46. When children are suffering from physical, sexual or emotional abuse, or neglect, this may be demonstrated through changes in their behaviour, or in their play.
47. Where such changes in behaviour occur, or where children's play gives cause for concern and there is a possibility of a child suffering significant harm, Children's Services will be consulted.
48. We allow investigation to be carried out with sensitivity. Staff in the School take care not to influence the outcome either through the way they speak to children or ask questions of children.
49. Where a child shows signs and symptoms of neglect or of a failure to thrive, we make appropriate referrals*.
50. If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral will be made immediately to Hampshire's children's social care. This referral can be made by any professional, but would usually be made by the DSL. If any member of staff makes a referral directly to Hampshire's children's social care, they should notify their DSL as soon as possible thereafter.

Disclosures

51. Where a child makes a disclosure to a member of staff, that member of staff:
- Offers reassurance to the child;
 - Listens to the child; and
 - Gives reassurance that she or he will take action.
 - The member of staff does not question the child.
 - The member of staff must not promise confidentiality.
 - The member of staff must always refer the matter to the head or dsl and complete a written safeguarding report.

Recording suspicions of abuse and disclosures

52. Using the Pupil Safeguarding Concern Sheet, staff make a written record of:
- The child's name;
 - The date and time of the observation or the disclosure;
 - An objective record of the observation or disclosure;
 - The exact words spoken by the child;
 - The name of the person to whom the concern was reported, with date and time; and
 - The names of any other person present at the time.
53. These Safeguarding Concern records are signed and dated and kept in a separate confidential file under the direction of the Head. All members of staff are trained in the procedures for recording and reporting by written record, making use of the Pupil Safeguarding Concern sheet, where possible.

Taking concerns forward

54. Where the DSL believes a safeguarding concern for a child exists, then s/he will notify the matter to Children's Social Care.

Informing Parents

55. Subsequent to a referral to Children's social care, the relevant Duty Social Worker (DSW) will advise next steps. As directed by DSW, the responsibility for communication to the parents would be usually be exercised by the Head, or by a suitably trained deputy. In cases where the parent is the likely abuser, the Hampshire investigating officers/Police will inform parents.

Children's Services and Safeguarding Register

56. Whilst cases are active, confidential records are kept and updated regularly by the DSL. If in the event of an unexplained absence of more than one day of a pupil who is on the safeguarding children register, the DSL will notify Children's Social Care.

Confidentiality

57. All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the LADO (adults) and Children's Social Care (children/young persons). Confidentiality cannot be promised.

58. See guidance below from Pupil Handbook:

Safeguarding and Confidentiality

Introduction

If you are ever worried that you or someone else may be in danger, or if someone is doing something to you or them that makes you or them feel uncomfortable it is very important that you go to an adult for help. Abuse can take many forms including: physical, emotional, sexual and neglect.

Who can I talk to in school?

We would always encourage you to talk to any member of staff at any time if you are worried about something or if you or someone you know is being abused in any way, even if it is happening outside of school. Mrs Bowden and Mrs Santer are responsible for Safeguarding within the school, but you must talk to whoever you feel most comfortable with. We will always make appropriate opportunities for you to talk to someone during the school day if you need to.

What happens next?

Whoever you talk to in school will take you seriously, but won't ask too many questions. If we feel that you are at risk we may have to get the right people, who are experienced in keeping children safe, to come and help you. We promise to do all we can to ensure that the other parts of your life are not disrupted more than is necessary.

Please remember no teacher is allowed to keep this type of information to themselves. They have to pass it on so that help can be obtained. However, only those who need to know will be told. We will explain this at the time and tell you who has to be told and the reason. We will suggest that you talk to them yourself. REMEMBER - nobody has the right to abuse children. It is very important that you tell someone.

Who can I talk to outside of school?

If you would prefer not to talk to anyone in school, there are other agencies you can contact:

NSPCC Child Protection Helpline: 0808 800 5000

Child-Line: 0800 1111

Confidentiality with outside agencies

All suspicions and investigations are kept confidential and shared only with those who need to know.

When sensitive information is shared which may give rise to a safeguarding concern, it is important that everyone knows that no one can ever offer absolute confidentiality.

Use of ICT, Mobile Phones and Other Electronic devices Policy guidance for staff use of Mobiles and Cameras

Guidance may be found in the Staff Code of Conduct.

59. We recognise that mobile phones and devices are very much part of everyday life but also that they can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others.
60. Throughout this guidance the term 'mobile phone' is used but is intended to cover all mobile devices, including cameras, smartphones or any other such device with the facility to make/receive calls, capture images and/or share data.
61. Teaching and support staff are permitted to keep phones on their person, and available for use. Mobile phones should not interfere with work and staff are therefore not permitted to use their mobile phones/devices whilst on active duty, be that teaching in the classroom or on duty, unless for the execution of their duties.
62. To protect staff from unnecessary intrusion into their professional work, we recommend that the appropriate School Office telephone number is given as a contact number so staff may be contacted in case of emergency, be that from the plumber about fixing a repair or something more serious. Please permit the Office staff to manage such calls appropriately, and make contact with you to alert you to the issue. The School will always make a telephone available for staff should they need to make an outgoing emergency telephone call.
63. Private use of mobile phones may occur during staff breaks, but any such use should be:
 - Discreet and appropriate;
 - Infrequent;
 - Out of lesson time; and never in the presence of students/pupils.
 - On some occasions, School trips for example, staff will be required to carry a mobile phone. Staff should be aware that we have developed a separate policy for the management by adults of images, video and sound. Staff should exercise very great care when using their own equipment for capturing and using such data.

Sharing of mobile numbers to pupils/students

64. Under most circumstances, it is not appropriate for a member of staff to contact a pupil using their personal mobile phone. If a member of staff needs to make telephone contact with a pupil, a School telephone should be used wherever possible.

Care of property

65. If a member of staff chooses to bring private property to work, they are advised that the School is not responsible for any loss, damage or theft incurred.
66. The sending of inappropriate text or multimedia messages between any members of the School community is not allowed. Please read the School's separate policy for pupils on Acceptable Use of ICT .
67. This guidance is to safeguard both members of staff and the School. Any failure to comply with this guidance is likely to result in disciplinary action (or, in certain circumstances, a child protection allegation) and the appropriate disciplinary procedures will apply.

Taking, Storing and Using Images of Children

68. We will not tolerate any illegal material, and will always report illegal activity to the Police and/or the Local Safeguarding Children Board (LSCB). If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any adult, child or young person who misuses technology in this way.
69. Such behaviours include those to bully, harass or abuse another pupil* in line with our anti-bullying policy. Current behaviours that fall into this category, often referred to as Cyber-bullying, include:
 - texting scary or rude messages by mobile phone
 - sending unpleasant photographs by mobile phone
 - using online message boards, chat rooms or social networking sites to post cruel messages
 - deleting the victim's name from or ignoring their messages on social networking sites
70. Someone taking an indecent image of themselves, and sending it to their friends or boy/girlfriend via a mobile phone or some other form of technology is sometimes referred to as sexting. More information on this issue can be found from the 'disrespect nobody' website, including how to seek help and gain support from a variety of agencies.
71. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. They could be seen by friends and family, a future employer, or even, in some cases, end up in the possession of an offender! This also places that person who originally sent the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

Extract from our Acceptable use of ICT policy on Photographs and images

- Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline.
- Pupils may only use cameras or any mobile electronic device with the capability for recording and/or storing still or moving images with the express permission of the member of staff in charge and with the permission of those appearing in the image.
- All pupils must allow staff access to images stored on mobile phones and/or cameras and must delete images if requested to do so.

- The posting of images which in the reasonable opinion of the Headteacher is considered to be offensive on any form of social media or websites such as Youtube is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material, irrespective of whether the image was posted using School or personal facilities.

Pupil-on-Pupil Abuse (peer on peer)

72. Where there is reasonable cause to suspect that a child is suffering, or likely suffer significant harm from abuse by another child or group of children, then such abuse will be notified to Children's Social Care. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. It is expected that all children involved, whether perpetrator or victim, are to be treated as being "at risk". Victims will be supported initially through the school's pastoral staff, and as appropriate by more expert professionals as advised by Children's Social Care or other appropriate advisory channels, such as the Police.

Allegations of abuse made against other children

73. Staff should recognise that children are capable of abusing their peers. Our various anti-bullying and pro-social behaviour strategies seek to minimise the risk of peer on peer abuse. Should a child make an allegation of peer on peer abuse, it should be investigated and dealt with at the first stage by the teacher initially handling the disclosure, usually supported by the child's form teacher. If concerns are raised, then the investigation should include more senior staff and parents of both victim and perpetrator should be included in resulting discussions. Different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Peer on peer abuse can manifest itself in many ways, not just through physical bullying or on-line sexting, such as controlling behaviour, coercive behaviour, honour-based violence or 'stalking'. Different race and gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. The DfE provides searching screening and confiscation advice for schools. Child Exploitation Online Protection Centre (CEOP) has recently updated their sexting guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS__4_.pdf .

The child's wishes

74. Where there is a safeguarding concern, we ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. When interviewing children, we will do so confidentially and enable the child to express their views and give feedback, and ultimately our systems and processes will operate with the best interests of the child at their heart.

Support to families

- The School takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- The School continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of Hampshire's Children's Social Care.
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

75. There are other circumstances where children need considerable additional support from one or more agencies, for example where self-harming or failing to eat are observed. These should lead to inter-agency assessment using local processes, including use of the Common Assessment framework (CAF) and "Team around the Child" (TAC). Hampshire's Multi-Agency Safeguarding Hub (MASH) is now up and running and provides a single point of access to early help and safeguarding services.

Annex 1. Types of abuse and neglect (as identified in KCSIE)

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal

substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child missing education (CME) is: All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

We notify local Children's services on all occasions where children leave our care for more than 5 days, identifying that they have gone missing from education. We also monitor repeat occasions for visits abroad, as these are individual triggers for us to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, radicalisation, female genital mutilation and forced marriage.

Annex 2: Role of Designated Safeguarding Leads

The 'Lead' Designated Safeguarding Lead (Lead DSL) is Heather Bowden, Headteacher of The King's School. She is responsible for the implementation of this policy. The Deputy DS is Caroline Santer.

The KCSIE guidance sets out the broad areas of responsibility to which our DSLs are asked to comply with, having regard for our internal safeguarding policy.

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The DSL should receive appropriate training carried out every two years in order to:
- 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
- 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
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers

- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- DSLs and all professional staff should, in particular, be alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs;
 - is a young carer;
 - is showing signs of engaging in anti-social or criminal behaviour;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
 - has returned home to their family from care;
 - and/or is showing early signs of abuse and/or neglect.

Raising Awareness

- The DSL should ensure the School’s policies are known and used appropriately:
- The DSL has responsibility for ensuring the safeguarding and child protection policy is reviewed annually
- Ensure the School’s safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in such activities.
Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible, though a copy is retained with us. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Annex 3. Staff Code of Conduct (see separate document)

Annex 4. Keeping yourself safe (Also in Pupil Handbook)

<p>You want to become ‘friends’ with a member of staff on facebook</p>	<p>This is against school rules: staff are not allowed to become friends with pupils on social networking sites.</p>
<p>You want to stay in touch with staff when you leave The King’s School</p>	<p>Staff can give you their school email address and are always glad to hear from past pupils. Staff cannot give you their personal contact details.</p>
<p>You want to take photos of other children on your phone while you are at school</p>	<p>This is not appropriate unless the other pupil agrees and there are no other people in the photo who might not have agreed.</p>
<p>You want to share pictures of other pupils at school with friends by messaging or mailing them or by putting them on Facebook, Twitter or other social networking sites</p>	<p>This is not appropriate unless permission has been given by each individual.</p>

<p>You want to find out personal information about a member of staff</p>	<p>Sometimes a member of staff might tell you the names of their children or pets: this is OK. It's not OK to ask staff about other information such as where they live.</p>
<p>You want to talk to a member of staff in private.</p>	<p>Staff may keep the door open so they can be seen by colleagues.</p>
<p>You would like a hug from a member of staff.</p>	<p>Staff will decide whether this is appropriate and may give a 'side hug' around the shoulders if they think this is OK.</p>
<p>You send or receive an unkind text message or message on Facebook from another child at the school</p>	<p>This is not acceptable and could be bullying. You, or the person you sent it to, should report this straight away to your/their class teacher.</p>
<p>You leave the school grounds without permission.</p>	<p>This is not acceptable: your parents trust us to look after you and we need to know where you are at all times. Please tell a member of staff if you are upset or need to leave school.</p>
<p>A stranger approaches you and asks you to get into their car.</p>	<p>Never get into a stranger's car. Report straight away to a member of staff or to your parents.</p>
<p>Another pupil asks you to touch them, or asks to touch you, in a 'private place', ie. sexually.</p>	<p>Please report this straight away to a member of staff: it is not acceptable for anyone to try to touch you sexually.</p>
<p>You are unhappy and feel like hurting yourself or someone else.</p>	<p>Tell a member of staff straight away – there will always be someone around to help you.</p>
<p>Your school friend tells you about arrangements being made for their arranged marriage before they are of an age to consent (16)</p>	<p>Tell a member of staff straight away – there will always be someone around to help you and your friend.</p>
<p>Your friend tells you that she is travelling 'home' abroad for a religious circumcision.</p>	<p>FGM is recognized internationally as a violation of the human rights of girls and women. Please tell a teacher you trust quickly but quietly; call for back-up, this is serious.</p>

Annex 5 - Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying, sexting and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is as a form of honour-based violence, illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Indicators There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on 10 Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006 FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions: If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Mandatory Reporting Duty Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's DSL and involve Children's Social Care as appropriate.

Annex 6 - Further information on Preventing Radicalisation - 'Prevent'

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the

use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel Programme.

Prevent

The most up to date guidance on Prevent can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

The school assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This is based on liaison with local police.

As with all other issues of safeguarding, we aim to prevent people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate. Referrals will be adjusted to respond to the level of risk to identify the most appropriate route, which could include Channel or Hampshire's Children's Social Care.

As guided by the Staff Code Conduct, any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

Staff training

The school makes sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

They should know where and how to refer children and young people for further help.

Prevent awareness training will be a key part of this.

IT policies

The school ensures children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Annex 7 - Online Safety

We consider that the increasing availability to children of electronic devices that give unrestricted access to the internet, has direct consequences for both safeguarding and anti-bullying arrangements.

We actively manage our hardware, software and connectivity as follows:

The vigilance of teachers and parents have a part to play in the safeguarding and protection of pupils.

We acknowledge that pupils will often have access to technologies that have both positive and negative potential. Our various policies for Data protection, privacy notices for children, BYOD and ICT/eSafety highlight how we use and deploy our technologies and emphasise what is appropriate and acceptable.

Annex 8 - Whistleblowing Policy

The School has adopted this policy and the accompanying procedure on whistleblowing to encourage and enable members of staff to raise serious concerns internally and in a

confidential fashion about poor or unsafe practice, potential failures in the school's management (its safeguarding regime, for example) fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations or unethical conduct. The policy also provides if necessary, for such concerns to be raised outside the organisation.

Though the term 'staff' is used, this policy applies to all those who are employed by the School, employed through an agency, contractors or as a volunteer.

1. Purpose of the policy

The School's policy on whistleblowing is intended to demonstrate that the School :

- Encourages all staff, whatever their status, to raise concerns they have about the conduct of the school's business;
- Will not tolerate malpractice;
- Respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively;
- Will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate;
- Will invoke the School's disciplinary policy and procedure in the case of false, malicious, vexatious or frivolous allegations;
- Will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.

These procedures are in addition to the School's complaints procedures and other statutory reporting procedures.

2. Procedure

This procedure is intended to be used primarily for concerns where the interests of the pupils or of the School itself are at risk. It is separate from the School's adopted procedures regarding grievances; staff should not use the whistleblowing procedure to raise grievances about their personal employment situation.

This procedure is to enable members of staff to express a legitimate concern regarding poor or unsafe practice, potential failures in the school's management or suspected malpractice within the School. Please note that rather than wait for proof, we would encourage staff to raise matters whilst they are still a concern.

Malpractice is not easily defined; however, it includes allegations of fraud, financial irregularities, corruption, bribery, dishonesty, acting contrary to the staff code of conduct, criminal activities, or failing to comply with a legal obligation, a miscarriage of justice, or creating or ignoring a serious risk to health, safety or the environment.

Staff who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of malpractice without their prior approval. It may be appropriate to preserve confidentiality that concerns are raised verbally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity then the Police will in all cases be informed.

3. The Investigation

A member of staff will be at liberty to express their concern to the Headteacher or Deputy Headteacher. Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. The member of staff making the allegation will be kept informed of progress and, whenever possible and subject to third party rights, will be informed of the resolution. If applicable to the circumstances, the School will take steps to provide mediation and dispute resolution for all parties involved. A member of staff who is not satisfied that their concern is being properly dealt with will have a right to raise it in confidence with the Chair of Governors.

4. External Procedures

Where all internal procedures have been exhausted, a member of staff shall have a right of access to a complaints panel made up of two people independent of the school and the complaint. It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where he or she reasonably believes :-

- That exceptionally serious circumstances justify it;
- That the School would conceal or destroy the relevant evidence;
- Where they believe they would be victimised by the School;
- Where the Secretary of State has ordered it.

5. Malicious Accusations

Provided that you are acting in good faith, it does not matter if you are mistaken or your concerns are unfounded. However, false, malicious, vexatious or frivolous accusations will be dealt with under the School's Disciplinary Procedure and may, depending on the seriousness be regarded as gross misconduct.

6. Protection from Reprisal or Victimisation

No member of the staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and follow the Whistleblowing procedures. The School will not tolerate harassment or victimisation of someone who has raised a genuine concern and any such behaviour will be dealt with as a disciplinary matter.

Annex 9 Links to Expert and professional organisations.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES , MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites, all links via the KCSIE 2016 guidance :

- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Honour based violence

Annex 10 Supporting Documentation

1. The DfE publication, Keeping Children Safe in Education 2016
2. Working Together to Safeguard Children 2015
3. Home Office Prevent guidance 2015
4. Counter-Terrorism and Security Act 2015

We recognise the importance of information sharing between professional and local agencies, as shown in this GOV.UK advice document on same. Our staff are encouraged to read in addition HM government advice on what to do if you are worried about a child being abused.

All staff receive regular update training in safeguarding and child protection to assist them to understand and discharge their role KCSIE and responsibilities as set out in this policy.

The School will adhere to the statutory guidance on dealing with allegations of abuse in force at the time.

Annex 11 Safeguarding Contacts

Within The King's School

Designated Safeguarding Lead (Lead DSL): Heather Bowden

Deputy DSL: Caroline Santer

Safeguarding Governor: Lorraine Trevett

Contact details: 02380 600986 (school hours only)

head@thekingsschool.eu (Heather Bowden)

Caroline.Santer@thekingsschool.eu (Caroline Santer)

The King's School, Lakesmere House, Allington Lane, Fair Oak, Hampshire, SO50 7DB

Heather Bowden is responsible for ensuring that the Prevent anti-radicalisation strategy is understood and implemented in the school.

Margaret Walker is responsible for Human Resources, managing appointments and the central record of employment.

The training of the all the DSLs is conducted by CCPAS and Hampshire.

DBS referrals: PO Box 181, Darlington, DL1 9FA (01325 953795).

External Safeguarding Contacts

Children's Services: 0300 555 1384 (Out of hours) 0300 555 1373

CCPAS (Churches' Child Protection Advisory Service): 0845 120 4550

Southampton Police – 101 (general enquiries) and emergency 999

LADO for Southampton Mrs Sue Sevier, 02380 915539/ 01962 876265/ 07789 616092

LADO for Hampshire are: Mrs Barbara Piddington, (covering Fareham, Gosport, Havant, East Hampshire, Hart and Rushmoor), Mark Blackwell (covering Eastleigh, Winchester, New Forest, Test Valley and Basingstoke) and Eric Skates covering independent schools in Hampshire. They may be contacted on 01962 876364.

Safeguarding children procedures in Hampshire:

<http://4lscb.proceduresonline.com/>

National Contacts

NSPCC Child Protection Helpline: 0808 800 5000

Child-Line: 0800 1111

The DfE dedicated helpline and mailbox for non-emergency advice for staff and governors:
020 7340 7264 and counter-extremism@education.gsi.gov.uk