THE EYFS & JUNIOR KING'S SCHOOL, CANTERBURY

SAFEGUARDING AND CHILD PROTECTION POLICY

Person Responsible: Deputy Head (Pastoral)

Reviewed: September 2018
Next review due: September 2019

The safety and well-being of all of our pupils is our highest priority. Staff are urged, through training and guidance to make sure their approach to safeguarding is child centred. Safeguarding at Junior King's is the responsibility of every member of staff.

Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

The School's policy is based on and is in accordance with the following legislation:-

- **The Children's Act 1989**
- **Education Act 2002**
- **Working Together to Safeguard Children (WT) July 2018**
- **Keeping Children Safe in Education (KCSIE) including all updates to September 2018**
- **Sexual Violence and Sexual Harrassment between Children in School and Colleges May 2018**
- **The Statutory Framework for the Early Years Foundation Stage**
- **The Practice Guidance for the Early Years Foundation Stage**

This policy is applicable to all off-site activities undertaken by pupils whilst they are the responsibility of the School. It is to be used in conjunction with Part 1 and Annex A of KCSIE (2018), safer recruiting processes, e-safety and prevent policies.

The Junior King's School, Canterbury, is an Associate Member of the Kent Safeguarding Children Board and Liz Hutchings, the Deputy Head (Pastoral), is the designated member of staff with responsibility for liaising with Social Services and other relevant agencies over cases of child abuse. The Early Years' Designated Safeguarding Lead is Dee McConkey, Head of Pre-Prep. All concerns are directed through the Area Safeguarding Advisor *(contact details are on page 13).*

1. Designated Safeguarding Lead (DSL)

The School's Designated Safeguarding Lead is

Mrs Liz Hutchings, Deputy Head (Pastoral) and Head of Boarding

The DSL maintains close links with the Kent Safeguarding Children Board and is responsible for the updating of the Safeguarding and Child Protection Policy in line with locally agreed inter-agency procedures. The DSL takes lead responsibility for safeguarding and child protection.

The Early Years' Designated Safeguarding Lead (EYDSL) and Deputy Designated Safeguarding Lead is:

Mrs Dee McConkey, Head of Pre-Prep. As EYDSL, Mrs McConkey is the first point of contact for safeguarding issues in the Pre-Prep and responsible for the EYFS and Pre-Prep Safeguarding Policy.

In the absence or unavailability of the DSL, the Prep School Deputy DSL is:

Mr Rob Allen. Mr Allen is also Head of English and, in addition to his Deputy DSL responsibility, his linked responsibility is ensuring pupils are taught about keeping themselves safe, the first line of defence in child protection. Mr Allen, as a CEOP's ambassador, works closely with the Head of IT, to ensure our E-Safety policies and teaching are robust and up-to-date.

In addition, **Mrs Emma Chivers, HR,** is also trained to Level 3 in safeguarding and she aids the safeguarding in staff training.

Contact numbers for each of the above can be found on page 13.

The DSL and Deputy DSLs attend formal update training meetings every two years, although they frequently update their qualifications more regularly than this through regular attendance at conferences and area meetings. The Deputy DSLs report directly to the DSL who takes lead responsibility for safeguarding at Junior King's. One of the DSL or Deputy DSLs will always be available in school during normal, term time hours.

At the start of each academic year, all staff are required to sign to state that they have read and understood the Keeping Children Safe in Education (KCSIE) document, the School's Child Protection and Safeguarding Policy, the Staff Code of Conduct and Behaviour Policy, and the school's IT Acceptable Use Policy.

All new members of staff are required to read and sign for both the Safeguarding and Child Protection leaflets, which are sent to them as part of their contract, and Part One of the Keeping Children Safe in Education (KCSIE), document which the DfE requires all staff working in schools to have read. New academic staff, assistant tutors and boarding staff are also asked to complete online child protection training before arriving at school. Very soon after joining the School, all new members of staff are given a safeguarding briefing by the DSL or Emma Chivers. This will give them relevant information on how they should react if they have any safeguarding concerns, and who they should talk to. The training emphasises that, although referrals are usually managed by the DSL of one of the DDSLs, anyone can refer a child to children's social care if necessary. When a referral to children's social care is not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

All staff are updated in procedures either by the DSL or by a representative from the Kent Safeguarding Board on a regular, rolling cycle. All records of training are maintained in the HR department.

2. School Governor

The School Governor with particular responsibility for safeguarding is: **Frances Judd QC**.

The School Governor with particular responsibility for safeguarding and child protection is responsible for liaising with the DSL over all matters regarding child protection issues. The role is strategic rather than operational and she will not be involved in concerns about individual pupils. The School Governor with particular responsibility for safeguarding will liaise with the DSL to produce an Annual Safeguarding Report for Governors. The Safeguarding and Child Protection Policy is reviewed and tested annually by governors to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures.

The School Governor with particular responsibility for safeguarding and child protection and the DSL will meet regularly to review safeguarding in school.

3. Aims

The central aim of the policy is to ensure the safety and well-being of pupils in line with the above legislation. More specifically, the aims are:-

- to recognise that all staff understand that everyone is responsible for the welfare of the children, and that it is everyone's responsibility to ensure that the best interests of the chid are safeguarded at all times;
- to educate pupils on how to keep safe and how to recognise behaviour that is not acceptable;
- to recognise and support any child who has been subject to abuse;
- to ensure that all staff employed at the school understand their responsibility to be alert to signs of child abuse and to refer any concerns to Liz Hutchings, the Deputy Head (Pastoral), who is the Designated Safeguarding Lead (or, in her absence, to one of the Deputy Safeguarding Leads: Dee McConkey (EYDSL) or Rob Allen). All staff should recognise the importance of communication and sharing information;
- to make staff aware of the school early help process, and to emphasise that all staff should be prepared to identify children who may benefit from early help;
- to ensure that new staff are only appointed when all the appropriate checks have been made;
- to deal appropriately with every suspicion or complaint of abuse;
- to design and operate procedures which promote this policy;
- to design and operate procedures, which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;

- to support children who have been abused in accordance with his/her agreed child protection plan;
- to be alert to the medical needs of children with medical conditions;
- to be alert to the increased vulnerability of children in residential settings or with special educational needs (SEN) and disabilities. All staff must be aware and understand that there can be additional barriers to recognising abuse and neglect in children with special educational needs;
- to take all practical steps to ensure that school premises are as secure as circumstances permit;
- to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- to identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- to have regard to regulations and standards issued by the Secretary of State for Education (DfE) and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations.

These aims are achieved by the following means:-

- **Education:** Through the curriculum (particularly, but not solely, through Personal, Social, Health and Economic Education (PSHE) lessons), the School aims to teach pupils to understand what is acceptable behaviour and to speak up if they believe they or others are not being treated appropriately. The school's E-Safety policy also provides clear guidance with regards to safeguarding. Online safety education starts with the early years and is developed across all age groups. The DSL takes lead responsibility for online safety education, with considerable input form the Head of Computing and Head of PSHE, which means online safety is embedded throughout the curriculum.

- **Form Room Poster:** A 'Who Can I Talk To?' poster is on display in every form room. This contains the names and telephone numbers of the School's Independent Listener, the Duty Officer at the Social Services Department, the Local Children's Commissioner for England, the NSPCC Helpline and Child Line.

- **Staff Training:** Safeguarding and child protection training for all academic and pastoral staff is undertaken regularly as advised by the Kent Safeguarding Board. Online safety training for staff is considered as part of the overarching safeguarding approach. For staff recruited between these training sessions, Safeguarding and Child Protection forms part of the Induction Programme. All staff and volunteers are provided with induction training that includes safeguarding and child protection, and related policies such as the Staff Code of Conduct and Behaviour. Temporary staff and voluntary staff who work with our children are to be made aware of the school's arrangements and attend a training session with the DSL/a DDSL.

  The DSL and DDSLs have been fully trained for the demands of this role in child protection and inter-agency working. The DSL attends update and review training by the Kent Safeguarding Board annually; the deputies attend every two years. The school's DSL and Emma Chivers are responsible for the training of all support staff in safeguarding issues. Records of all those who have attended training on safeguarding are kept centrally in HR.

  All appropriate members of staff have received Safer Recruitment training. The School has a policy on Safer Recruitment.

  Part of the training given to staff is guidance on how to ensure that their behaviour and actions do not place themselves at risk of allegations of abuse to a pupil. Advice is given about one-to-one tuition, one-to-one music lessons, sports coaching, conveying a pupil by car and engaging in inappropriate electronic communication with a pupil. Staff must never use their own personal phones, cameras or video recorders to take images of the children. All staff must use the devices provided by the school. Any images of children should not be removed from school, or posted on the internet. In the EYFS, Pre-Prep staff must ensure that all personal mobile telephones are kept hidden, in bags/cupboards, during the school day. Staff in the rest of the school must take a common sense approach and not place themselves at risk.

These guidelines are available in the Staff Handbook. The school also specific policies on staff conduct and behaviour, physical restraint[1], missing children in education, and whistleblowing, all of which are also relevant in this context.

- **Staff Handbook:** This contains a summary of the school's anti-bullying policy and safeguarding procedures, as well as the policies named above. It is available in the shared area. Support staff are given a different staff handbook, which contains the policies named here as well as other documents relevant to their roles. The Staff Handbook emphasises that safeguarding is everyone's responsibility.

- **Disclosure and Barring Service (DBS) Checks:** An enhanced DBS disclosure is required for all new appointments to the school (see Safer Recruitment Policy). The School also insists on enhances DBS checks for all drivers of taxis and coaches used by the School, and has robust procedures to check the suitability of contract staff and others working on the school site or on off-site activities. The school is committed to reporting to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met. If a member of the Early Years staff is living in the same household as a person who has been disqualified, they may no longer work within the Early Years section of the school.

- **Other recruitment checks:** These are carried out in line with KCSIE documentation, including running the checks on the Employer Access online service. All checks are carried out through the school's HR department. More detailed information may be found in the Staff Recruitment Policy. All records are kept via the Single Central Register (SCR) and in the HR files.

  Where pupils participate in activities where they are supervised by staff from another organisation, assurance is gained that the staff have been checked for suitability to supervise the school's pupils. When it is not possible to obtain this information, a member of the school's staff will remain with the pupils at all times.

4. Procedures

Every member of staff, including volunteers, working with children at Junior King's, is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions a referral is justified by a single incident such as an injury or disclosure of abuse. More often, however, concerns accumulate over a period of time and are evidenced by building up a picture of harm; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous record could lead to failure to protect.

Whilst the Data Protection Act 1998 places a duty on organisations to process information fairly and lawfully, it is not a barrier to sharing information where the failure to do so could result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and the safety of children.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Kent Children's Services. **Anybody can make a referral to Kent Children's Services.**

[1] Junior King's is committed to safeguarding the wellbeing of pupils and staff and, in line with current legislation, only permits physical restraint by reasonable and non-injurious means. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force may be used for two different purposes, either to control pupils or restrain them. It is important that there is a detailed, contemporaneous, written report of any occasion where force (control or restraint) is used. Immediately following any such incident, the member of staff concerned must notify the Head or Deputy Head (DSL) immediately. Staff should read the Physical Restraint Policy for further detail.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Kent Children's Services, or the police if:

- the situation is an emergency and the DSL, the DDSLs and the Head are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the Head or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Services directly with their concerns.

Staff wishing to raise concerns about safeguarding practices within the School should speak directly to the DSL or the Head, or any other member of the Senior Management Team; such concerns will be taken seriously. The NSPCC whistle blowing helpline is available for any staff who do not feel able to raise such concerns: 0800 0280285 or help@nspcc.org.uk.

It is recognised that children need protection from:-

- Physical harm
- Emotional abuse
- Sexual abuse
- Neglect
- Harmful material on the Internet
- Sexual harassment

However, abuse is a complex issue and staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. *A summary of the definitions, signs and symptoms of the four main kinds or abuse/neglect are listed in Appendix 2.*

In line with KCSIE, we also recognise these specific safeguarding issues:

- **Peer on peer abuse:** Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. In line with the guidance, a new separate policy is in place.

- **Child missing from education:** A child missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is essential. A separate policy, highlighting the new requirement that each child at school has at least two emergency contacts, is in place.

- **Child sexual exploitation (CSE):** Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology (Statutory Definition DfE, February 2017).

The use of technology has become a significant component of many safeguarding issues. All staff should be aware of sexting. Sexting can be defined as an increasingly common activity among children and young people, where they share inappropriate or explicit images online. This can include sharing indecent images of themselves or others via mobile phones, webcams, social media and instant messaging. Although viewed by many young people as a normal activity and part of 'flirting', by sending an explicit image, a young person is at increased risk of blackmail, bullying, emotional distress and unwanted attention. Whilst it is usually more common with teenagers, sexting behaviour can impact on younger children, so all staff should be aware of the issue. All staff members should be aware that, if a child discloses they have sent or received a 'sext' or 'nude selfie', then these images should not be printed, copied or forwarded.

- **Female genital mutilation (FGM):** 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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but, if there are two or more indicators present, this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015, every adult who is concerned about a female under 18 who may be at risk of FGM has a mandatory duty to report this personally to the police.

- **Radicalisation and the Prevent Duty:** The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children and staff can understand the risks associated with terrorism, and develop the knowledge and skills to be able to challenge extremist arguments.

  The school has adopted the Government's definitions for the purposes of compliance with the Prevent Duty:

  Extremism: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'

  Radicalisation: 'The process by which a person comes to support terrorism and forms of extremism leading to terrorism.'

  There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:
There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others;
- plotting or conspiring with others.

- **Honour-Based Violence:** The CPS and Home Office adopt the following definitions of HBV: 'Honour-based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community.' There is no statutory definition of HBV; it is an umbrella term used to encompass various offences covered by existing legislation. HBV can be described as a collection of practices, which are used to control behaviour within families or other social groups, to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

  A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014. Prior to the introduction of the offence, prosecutors dealt with FM cases using existing legislation such as false imprisonment, kidapping and offence of violence where this is feature of the offending.
  Other forms of HBV include practices performed by perpetrators on victims for cultural or socio-conventional motives which have harmful consequences. Some of these practices include FGM, breast ironing and dowry abuse. Breast ironing is a form of child abuse and, while there is no specific offence, it can still be prosecuted under UK law.

  Since 2010, the CPS identifies and flags all cases of HBV and FM. It is vital that these cases are identified and flagged at the beginning, so that issues are identified and cases are managed properly. This guidance must therefore be read in conjunction with the Guidance on Identifying and Flagging HBV and FM.

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, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

- **County Lines:** Criminal exploitation is also known as 'county lines', and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across **counties**, and they use dedicated mobile phone **'lines'** to supply drugs.

  The main indicators that someone is involved in 'county lines' include:
  - returning home late, staying out all night or going missing;
  - being found in areas away from home;
  - increasing drug use, or being found to have large amounts of drugs on them;
  - being secretive about who they are talking to and where they are going;
  - unexplained absences from school, college, training or work;
  - unexplained money, phone(s), clothes or jewellery;
  - increasingly disruptive or aggressive behaviour;
  - using sexual, drug-related or violent language you wouldn't expect them to know;
  - coming home with injuries or looking particularly dishevelled;
  - having hotel cards or keys to unknown places.

- **Private Fostering:** Private fostering is when a child under the age of 16 (or 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private** arrangement made between a parent and a carer, for 28 days or more. It is recognised that the local authority must be informed when such arrangements are in place for a child at the school.

Action by School Staff

All members of staff at the School should have an understanding of safeguarding and child protection issues, and appreciate the importance of their vigilance. The School has a Whistleblowing Policy, which is referred to in the Staff Handbook and made available to all staff.

Any concerns about safeguarding issues involving members of staff must be reported to the DSL, without delay. If the concerns are about the DSL they should be reported directly to the Head. If the allegations concern the Head they must be reported immediately to the Chairman of Governors without informing the Head.

The Chairman of Governors is the Dean, The Very Rev'd R.A. Willis, who can be contacted at the Deanery.

In the absence of the Chair of Governors, the Vice-Chairman, Mr Nick Lyons, should be contacted.

The school recognises that it has a duty to protect children who have suffered, or who are likely to suffer, significant harm, and also that it has a duty to provide support for those who are in need of additional support from one or more agencies. Those in the first category will be reported to Children's Social Care immediately by the DSL, those in the second will lead to inter-agency assessment processes, including the Common Assessment Framework (CAF) and the Team Around the Child (TAC). All will be managed in school by the DSL, who has lead responsibility for safeguarding. The Head will also be informed of any referrals to Children's Services.

If the child is deemed to be at risk of serious harm then the guidance for care as given by the Local Area Safeguarding Advisor, or other appropriate authority, will be followed. It is recognised that risks to children are not only those imposed by adults or other pupils, but also by issues such as self-harm, where expert advice may be needed and where the School's Self Harm Policy procedures will be followed.

Members of staff may suspect a case of abuse from a variety of sources:

- a pupil discloses to them personally;
- from behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions);
- indications through schoolwork;
- a pupil informs them that he/she knows or suspects that another pupil is being abused;
- another third party informs them that he/she knows or suspects that a pupil is being abused.

5. Disclosure

If a pupil starts to disclose, the following procedures are essential:

- **REASSURE** the pupil that she/he is right to tell and is not to blame.
- **CONFIDENTIALITY**: **DO NOT** promise confidentiality, explain that you have to make sure that the pupil is safe and may need to ask other adults to help you to do this.
- **IT IS CRUCIAL THAT YOU DO NOT QUESTION THE PUPIL**. Let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.
- **LISTEN CAREFULLY** and repeat the pupil's words. When the pupil has finished, make sure that she/he feels secure; explain what you are going to do next.
- **FOLLOW UP BY** making arrangements with the pupil to speak to them later. They have chosen you as an adult they can trust.
- **REPORT**. Promptly record all verbal conversations in writing. Make notes, including the date and time of the interview and sign them. It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion. A specific safeguarding incident/concern form is shown at Appendix 1 and further copies are available from the DSL or in the Staff Handbook.
- **WITHIN 24 HOURS** inform the Deputy Head (Pastoral) of what has happened. The Deputy Head, as the School's DSL, will contact the Social Services Duty Officer for Children and Families, in accordance with KSCB Child Protection Procedures. This initial conversation held with Social Services within the 24 hours or reporting may be on a 'no names' consultation basis in order to determine whether the referral needs to take place. No member of the school staff shall conduct an investigation concerning child abuse. This will be done by Social Services and/or the police.
- **DO NOT ATTEMPT ANY EXAMINATION** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor.
- **INFORM PARENTS**. Before a referral of a child is made to the Social Services or to the Police, the DSL will inform parents, *except where it appears that the abuse has been carried out by a parent*. The agreement of the child's parents should be obtained in writing, *providing this will not place the child at an increased risk of harm*. Advice on this may be sought from the Local Area Safeguarding Advisor. If the child is deemed to be at risk of serious harm, then the guidance for care as given by the Local Area Safeguarding Advisor, or other appropriate authority, will be followed.

Allegations of Abuse Made Against One or More Pupils

In most instance,s the conduct of pupils towards each other will be covered by the school's Positive Behaviour and Discipline Policy. However, some allegations might be of such a serious nature that they become safeguarding concerns. All staff must therefore be alert to the fact that children are capable of abusing their peers.

Abusive behaviour can happen to pupils by pupils in school and it is necessary to consider what this abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.
Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Specific safeguarding issues against another pupil may include:

Physical abuse:

- Pre-planned violence
- Physical altercations
- Forcing others to carry out violence
- Forcing others to use drugs, alcohol or other substances

Emotional abuse:

- Bullying
- Threats and Intimidation
- Blackmail/extortion

Sexual abuse:

- Sexual assault
- Indecent exposure
- Indecent touching
- Showing pornography to others
- Forcing others to create/share/download indecent images
- Sexting

Sexual exploitation:

- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing images through social media

We aim to minimise the risk of allegations against other pupils by:

- providing PHSE as part of the curriculum, which will help pupils develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe;
- having effective systems for pupils to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed;
- liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other pupils;
- liaising with specialists to deliver appropriate, targeted work to pupils identified as being at potential risk (e.g. protective behaviours work for more vulnerable children).

Children can be vulnerable in residential settings and boarding staff should be particularly alert to pupil relationships and the potential for peer abuse. Boarding policies and procedures, including additional induction and refresher training provided to boarding staff, will make appropriate provision for responding to these issues. Record keeping, tracking and the sharing of information between key boarding and day staff is vital in this regard.

The School recognises that pupils with Special Educational Needs may also be more vulnerable to bullying or other kinds of abuse. We also recognise that such pupils may be more vulnerable to going missing from education as well as to being drawn into terrorism through radicalisation. To ensure that all of our pupils receive equal protection, we will give special consideration and attention to any pupils who are disabled or have special educational needs, including those who do not have English as a first language. Monitoring is carried out through the pastoral systems of the School: the tutor system and form tutor meetings, the pastoral and behavioural log on iSAMS, as well as the weekly minuted Pastoral and Welfare Committee meeting.

However, if an allegation of abuse is made against one or more pupils, immediate consultation is required with the Local Area Safeguarding Advisor. **This consultation must take place prior to any form of investigation being undertaken by the school.**

There will be three possible types of investigation:

1) By Social Services and the Police under Section 47 of the Children Act 1989
2) By the Police under Criminal Law
3) By the School in line with its Behaviour Policy

The initial consultation with the Local Area Safeguarding Advisor will determine whether the allegation reaches the threshold of significant harm to justify a referral to Social Services. If the consultation discussion determines that the allegation does meet the criteria for referral to Social Services as a child protection concern, then the referral is made using a Child Protection Referral Form. If the consultation discussion determines that the allegation does not meet the criteria for referral to Social Services, but there is a concern that the child is at risk of harm, then an Early Help referral will be made.

If it is deemed that the allegation does not meet the threshold for a child protection referral to Social Services, then it will be investigated internally by the School in line with the School's Behaviour Policy.

A risk assessment will be considered to protect all parties concerned. If the child (or the children) involved is a boarder, arrangements *may* have to be made for them to live elsewhere during the investigation process.

Allegations of Abuse Made Against a Member of Staff

If an allegation of abuse is made against a member of staff, consultation with the Local Area Safeguarding Advisor must take place within one working day. The Head will be kept informed by the DSL, but the consultation with Kent Safeguarding must take place **prior to any form of investigation being undertaken by the School.** The School must consider carefully the possibility of abuse if a member of staff has:

- behaved in a way that harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved in a way that indicates he/she is unsuitable to work with children.

When a complaint of abuse is made against a member of staff on behalf of a child, there should be immediate consideration of whether the child is at risk and in need of protection.

When a complaint is made against a member of the boarding staff who lives within a boarding house, alternative arrangements will be made for them to live elsewhere during the investigation process and, alongside this, alternative arrangements will be made for staffing the relevant boarding house.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the DSL, or one of the Deputy DSLs. It is important that the member of staff reporting the concern acts quickly and, in the event that the DSL and other members of the Child Protection team are unavailable, then the matter should be reported to the most senior person available at the time. An investigation may be impeded if a concern is reported late.

If an allegation of abuse is made against a member of staff, the allegation must be passed immediately to the DSL. If the concerns are about the DSL they should be reported directly to the Head. If the allegations concern the Head, they must be reported immediately to the Chairman of Governors without informing the Head. In the absence of the Chair of Governors, the Vice-Chairman should be contacted.

There will be three possible types of investigation:

1) By Social Services and the Police under Section 47 of the Children Act 1989;
2) By the Police under Criminal Law;
3) By the School in line with staff disciplinary procedures.

Any investigation would be carried out following the guidelines in 'Child Protection Procedures for Managing Allegations against staff within Schools and Education Services', updated in September 2015, and now known as KELSI, by the Children, Families and Education Directorate of Kent County Council.

The Local Authority is responsible for managing child protection issues and any allegations against a member of staff must be reported immediately to the Local Area Safeguarding Advisor. This initial consultation will determine whether the allegation reaches the threshold of **significant harm** to justify a referral to Social Services. In cases of serious harm, the police will be informed from the outset.

If the consultation discussion determines that the allegation does meet the criteria for referral to Social Services as a child protection concern, the Local Area Safeguarding Advisor will provide support to the school in making the referral and throughout the subsequent process as required. The School undertakes to report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be deemed appropriate.

Should it be determined in the consultation discussion that the allegation does not meet the threshold for a child protection referral to Social Services, then the Local Area Safeguarding Advisor will advise on further action that may be taken by the school in investigating the matter internally, in line with the staff disciplinary procedures.

6. Review

The Safeguarding and Child Protection Policy is submitted annually, or following any significant changes, to the Governors and signed off by the Chair of the Full Board. The Governors will ensure that any faults are rectified by the DSL and the Governor responsible for safeguarding and child protection following their review.

Useful Contact Numbers

Junior King's School

Designated Safeguarding Lead Mrs Liz Hutchings	01227 714035 (office) 07850 924045 (mobile)
Deputy and Early Years' Designated Safeguarding Lead Mrs Dee McConkey	01227 714016 (office) 07845 238020 (mobile)
Deputy Designated Safeguarding Lead Mr Rob Allen	01227 714000 (office) 07880 173933 (mobile)
School Training (HR) Mrs Emma Chivers	01227 595721

General

East Kent Area Safeguarding Adviser (Education) Julie Maguire	03000 418503 07968 620707 Address: Brooke House, Reeves Way, Whitstable, Kent, CT5 3SS
Independent Safeguarding Authority (ISA)	01325 953 795 Address: PO Box 181, Darlington DL1 9FA
The Duty Officer at the Social Services Department	08458 247100
Kent Police Child Abuse Investigation Unit	01622 690690
Out of Hours Child Protection Central Duty	03000 419191

Prevent

DfE helpline for non-emergency advice	020 7340 7264 counter-extremism@education.gsi.gov.uk
Serious concerns: Police	101
UK anti-terrorist hotline	0800 789 321
Immediate threat	999 www.gov.uk/report-terrorism

FGM

FGM helpline	0800 028 3550 fgmhelp@nspcc.org.uk

Appendix 1

Child Protection Record of Concern

Pupil's details: Name: Form:	Does the pupil know this form has been completed? ☐ Yes ☐ No
Why are you concerned about this pupil? Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must **not** ask the pupil leading questions or try to investigate the concern yourself.	
What have you observed and when? (This relates to anything you have personally witnessed.)	
What have you been told and when? (Write here anything you have been told by the pupil or another person. Be clear about who has said what.)	

What have you heard and when?
(This may be third-party information that is relevant but as yet unsubstantiated.)

Do the pupil's parents know this form has been completed?

☐ Yes ☐ No

Parents should not be contacted by anyone in the School if this could place the pupil at risk.

Does the pupil have any visible injury or have they told you they have been injured?

☐ Yes ☐ No

If yes, has medical advice been sought?

Date and time of this record:	Signature: Full name:

Name and position of the person this record was handed to:

Date and time the above person received this record:

This form must be returned to the DSL, with any notes attached. If you have concerns about completion of the form, please ask for guidance from the Deputy DSL or EYDSL. You should not seek guidance from other staff.

Appendix 2

Types of Abuse

Abuse is defined as 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 by another child or children.

Child abuse can take many forms. It is a complex issue and staff must 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. Listed below are the definitions, signs and symptoms of the four main kinds of abuse and neglect.

1. **Physical injury**

Physical abuse is 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.

Physical indicators include:

Unexplained bruises/welts/lacerations/abrasions:

- on face, lips, mouth or torso, back, buttocks, thighs, in various stages of healing
- clustering, forming regular patterns
- reflecting the shape of article used (e.g. belt, buckle, electrical flex)
- on several different surface areas

Bite marks or fingernail marks which regularly appear after absence (e.g. after a weekend)

Unexplained burns:

- cigar or cigarette burns, especially on soles, buttocks, palms or back
- immersion burns where hands, feet or body have been forcibly immersed in very hot water
- patterns like electrical burner, iron etc.
- rope burns on arms, legs, neck or torso

Unexplained fractures:

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

Behavioural indicators include:

- flinching when approached or touched
- reluctance to change clothes for P.E. lessons
- wary of adult contact
- difficult to comfort
- apprehension when other children cry
- crying or irritability
- frightened of parents/afraid to go home
- rebelliousness in adolescence
- behavioural extremes - aggressiveness, withdrawal, impulsiveness
- reports injury caused by parents
- apathy
- depression
- poor peer relationships
- panics in response to pain

2. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, and is 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; failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision; or failing to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff must also be aware that a child missing education due to repeated or unexplained absence, or by leaving the School unexpectedly is a potential indicator of abuse or neglect, or where a family may be in need of additional support.[2]

Physical indicators of neglect include:

- consistent hunger
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

Behavioural indicators include:

- begging, stealing food
- constant fatigue, listlessness
- poor relationship with care-giver
- frequent delays in picking child up from school

3. Sexual abuse

Sexual abuse involves the 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.

Physical indicators include:

- difficulty in walking or sitting down
- stained or bloody underclothing; pain or itching in the genital area
- bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- vaginal discharge
- bed wetting
- excessive crying
- sickness

[2] When a pupil of statutory school age leaves School, we will make contact with the receiving school to ensure the child is registered at the school and has started to attend. If a safeguarding file has been created, the DSL will then forward the appropriate records to the receiving school in line with statutory guidance. When a pupil leaves School without clear indication of a receiving school, the school will contact the Kent Children's Services Children Missing Education Team to advise them of the situation and to start their tracking procedures.

Behavioural indicators include:

- inappropriate sexual behaviour or knowledge for the child's age
- promiscuity
- sudden changes in behaviour
- running away from home
- wary of adults
- feeling different from other children
- unusual avoidance of touch
- reporting of assault
- substance abuse (e.g. glue sniffing)
- emotional withdrawal through lack of trust in adults
- over compliance with requests of others
- frequent complaints of unexplained abdominal pains
- eating problems or sleeping disturbances
- poor peer relationships
- possessing money or 'gifts' that cannot be properly accounted for
- inappropriately sexually explicit drawings or stories
- enuresis or soiling, especially at the end of the school day
- frequent non-attendance at school
- avoidance of school medicals

4. <u>Emotional Abuse</u>

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Physical indicators include:

- failure to thrive
- delays in physical development or progress

Behavioural indicators include:

- sucking, biting, rocking
- anti-social, destructive behaviour
- sleeping disorders, inhibition of play
- compliant, passive, aggressive, demanding, inappropriately adult or infant behaviour
- impairment of intellectual, emotional, social or behavioural development

REVIEW NOTES

03/10/13 - changes made to the useful numbers page as a result of changes made to the Kent Education Safeguarding Team.

14/11/13 - changes made throughout the policy in line with the September 2013 ISSRs from ISI.

20/06/14 - changes made throughout the policy in line with the Keeping Safe in Education (KCSIE) document issued April 2014 for implementation by September 1st 2014.

01/10/14 - changes made to reference other policies in line with the September ISI update and guidance.

05/11/14 - details and definitions of terminology added in line with requirements guidance from lead ISI inspector.

21/09/15 - incorporated updates from KCSIE 2015 (July version) to include advice regarding both Prevent and FGM.

30/10/16 - incorporated updates from KCSIE September 2016, changes to staffing at Junior King's and the contact details for the LCSB.

6/3/17 - updated in the light of comments and suggestions during an ISI inspection: awareness of peer to peer abuse (boarding), more prominence to the fact that all staff can make a referral, references to restraint.

1/9/17 - incorporated changes to staffing at Junior King's.

14/11/17 - changes made to 'Useful Contact Numbers' due to there being a new East Kent Safeguarding Adviser.

1/9/18 - changes made in light of KSCIE 2018.