

SAFEGUARDING POLICY (INCORPORATING CHILD PROTECTION)



**Updated September 2020
Ratified**

Safeguarding Contacts within The King's School

Designated Safeguarding Lead (DSL) including EYFS: Heather Bowden

Deputy DSL: Caroline Santer

Safeguarding Governor: Lorraine Trevett

Contact details: 02380 600986 (school hours only)

head@thekingsschool.org.uk (Heather Bowden)

caroline.santer@thekingsschool.org.uk (Caroline Santer)

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

For details of External Safeguarding Contacts see final page.

POLICY STATEMENT

This policy applies to The King's School, which includes the EYFS setting. This policy is reviewed and updated annually and is available on the School website.

This policy has regard to the following guidance and advice:

Keeping Children Safe In Education (September 2020) ('KCSIE')

What to do if you're worried a child is being abused: advice for practitioners (March 2015)

Working Together to Safeguard Children (July 2018)

Information sharing: advice for practitioners providing safeguarding services (July 2018)

Revised Prevent Duty Guidance for England and Wales (July 2015)

The Prevent Duty: Departmental advice for schools and childminders (June 2015)

The use of social media for on-line radicalisation (July 2015)

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 is committed to safeguarding and promoting 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 September) - statutory guidance for schools and colleges - and has regard to Working Together to Safeguard Children (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 circumstances. 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 a confidential record. Providing early help is more effective in promoting the welfare of children than reacting later.

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 their 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.

Supporting documentation to this policy:

Annex 1: Types of abuse and neglect

Annex 2: Links to other expert and professional organisations

Annex 3: Safeguarding Contacts

KCSIE: Including Role of Designated Safeguarding Leads

Staff Code of Conduct

Whistleblowing Policy

Acceptable Use of ICT for Staff

Acceptable Use of ICT for Pupils

Pupil Handbook

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 recognises 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.

Contextual Safeguarding

We recognise the importance and value of Contextual Safeguarding. Contextual Safeguarding can be defined as an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. We therefore support our Local Authority in engaging with different sectors to establish the best outcomes for our pupils, and we train our staff through internal measures to support them in recognising the how social contexts can have such an impact on vulnerable children.

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is 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). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical
- emotional
- sexual and/or
- neglect (see Annex 1)

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

All staff should:

- listen carefully
- avoid asking leading questions (Use TED - Tell, Explain, Describe)
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. The school has a dedicated Safeguarding Concerns Sheet (Whole School Drive, Staff/Safeguarding) which staff are trained to fill in for the event of a safeguarding concern. The form records the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure is managed with two members of staff present (one of them being the Designated Safeguarding Lead or their deputy).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual

harassment and sexual violence. The School operates its processes with the best interests of the pupil at their heart.

Early Help

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

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

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the multi agency safeguarding arrangements referral threshold document. The DSL will liaise with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing on the School's Safeguarding

Concerns form. 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

The abuse of children can take different forms - physical, emotional, sexual and neglect. 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. 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, staff should refer the matter to the DSL.

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.

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.

What staff should do if a child is in danger or at risk of harm

If staff (including volunteers) believe that a child is in immediate danger or at risk of harm, they should alert the DSL; if this is not possible they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Arrangements for dealing with peer-on-peer allegations (including sexting)

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. Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues, hazing and initiation rituals, upskirting and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh". The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust and will be taken seriously.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', then this becomes a safeguarding issue and staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the multi-agency safeguarding arrangements put in place by the Local Authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Local Authority, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the MASH team and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. Advice is sought from the Sexual harassment and sexual violence document linked in KCSIE. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. It is clear to all staff that anyone can make a referral and does not require parental consent if the child is deemed at significant risk of harm.

Sexting

The School's approach to sexting follows our guidance on all sexual harassment allegations. The definition of sexting: 'Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages' (NSPCC website).

It is against the law for a child to: take an explicit picture of another child, to share or store or even download that image, regardless of whether there is consent from the person being photographed. Therefore, all aspects of sexting will be reported to the police, and the police will decide if it becomes a criminal offence or not. The school supports all parties in this matter and appropriate sanctions are put in place in accordance with the behaviour and discipline policy.

Upskirting

As defined in KCSIE, "Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment." We deal with such instances in the same manner as other forms of sexual harassment, with sanctions and support in place for perpetrators and victims.

Disclosures

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Those involved will be supported by the school, and support from external agencies will be sought, as appropriate.

Sexual Violence

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

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

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.

Serious Violence, County Lines and Child Criminal Exploitation

Staff are aware of the indicators of serious violence and procedures to deal with such incidents.

Indicators of serious violence include:

- Marks on the body
- Poor attendance/punctuality
- Looking for new groups of friends/older friends
- Change in attitude and appearance
- New possessions

To support this, staff are directed to the CCE (Child Criminal Exploitation) link. County Lines is the term used "when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment." (National Crime Agency 2019)

All staff are aware of the associated risks and understand the measures in place to manage these issues. Further advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can also be sought from children's social care.

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.

Female Genital Mutilation (FGM)

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. The DSL should be informed as a first point of call, who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

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.

Children missing education (CME)

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.

Local children's services are notified on all occasions where children are absent for more than 5 days, identifying that they have gone missing from education. Repeat occasions for visits abroad are also monitored, as these are individual triggers 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.

Looked after children

The DSL ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Liaison with other bodies

There are 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.

The School works within the Hampshire Local Safeguarding Children Board (LSCB) guidelines which confirm locally agreed inter-agency procedures. 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).

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. 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.

Informing Parents

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 usually be exercised by the Headteacher, 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

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 for whom we have safeguarding concerns, the DSL will notify Children's Social Care.

COVID-19 arrangements for SAFEGUARDING and CHILD PROTECTION during lockdown

From 20th March 2020 parents were asked to keep their children at home, wherever possible. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children who have a parent that is critical to the COVID-19 response and cannot be safely cared for at home.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Some of these children can safely remain at home, whereas for others it was better for them to be in school. What is best for each individual should be agreed after discussion between the school, parents and other relevant professionals.

The Headteacher (DSL), Deputy Headteacher (Deputy DSL) and SENCo know who our most vulnerable children are, and will offer them a place at school if necessary.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk and/or there is a formal agreement with the Social Worker. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

The school will ensure that all professionals involved with vulnerable children, (e.g. social workers, SEND case workers, Early Help worker etc) are fully informed around the current attendance of the child (attending school or not) and if not attending school the arrangements that have been put in place around safeguarding the child. If a vulnerable child that should be in school is absent the school will follow the established local "absent from school" reporting mechanism for vulnerable children, notifying Hampshire County Council on the first day of absence and any day following.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. The Department for Education has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This is a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

Reporting a concern

A member of the DSL team will always be available during school hours, either onsite or available to be contacted via phone. Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. Staff are reminded of the need to report any concern immediately and without delay.

Online safety

All online work is delivered via Google Classroom as it is protected by the school's firewall. All virtual lessons take place via Google Meet as these are recorded and stored safely on the school's server.

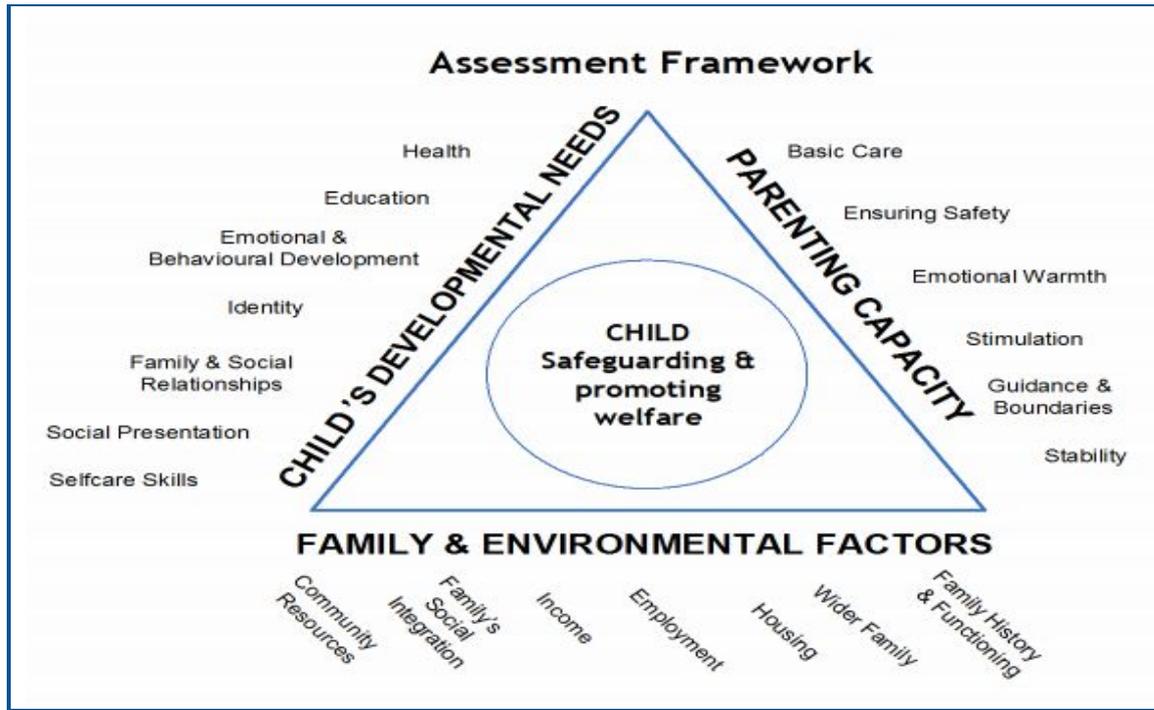
Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its students. Teachers and tutors will regularly make contact with pupils and parents, reporting any concerns to the Leadership Team who will take appropriate action. We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Staff need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Assessment framework



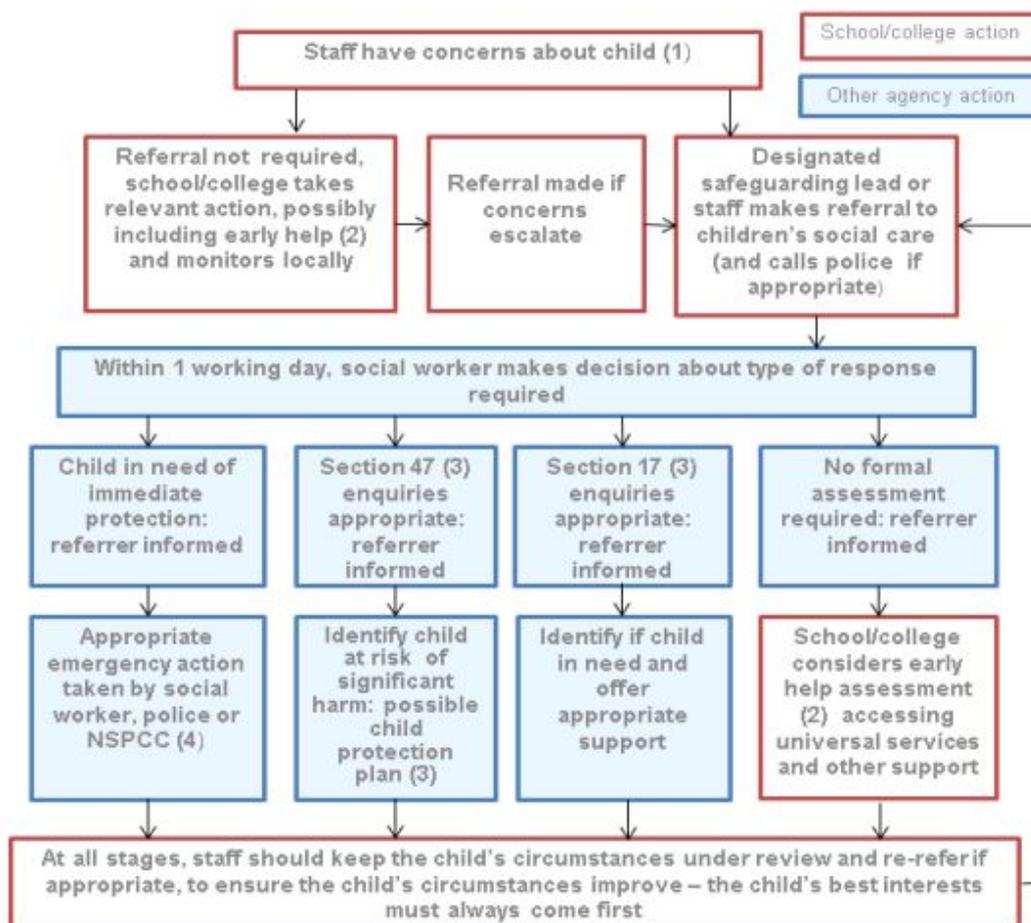
As the Assessment Framework implies, where our concerns involve safeguarding children at risk (who have suffered or are likely to suffer significant harm), those concerns will be reported to Children's Social Care immediately. Where we identify those children who are in need of additional support from 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 the Local Safeguarding Children Board (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, 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.

STAFF

What staff should do if they have concerns about another staff member:

Against

Staff, volunteers
Deputy DSL
DSL/Headteacher

Should be reported to

DSL
Headteacher
Chair of Governors/LADO

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:-

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.

In the first instance, and always prior to any internal investigation taking place, the School will contact the LADO for further professional advice and discussion within one working day. 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.

In the case of serious harm, the Police will be informed from the outset. 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).

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, 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. The school will not conduct an investigation before reporting the case to the LADO.

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. (Pupils making malicious allegations will be dealt with under the School's behaviour policy.)

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.

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.

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.

What staff should do if they have concerns about safeguarding practices in the school

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line.

Arrangements for dealing with allegations of abuse against teachers and other staff (including the head, governors and volunteers)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and multi agency safeguarding arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay. All allegations which appear to meet the above reporting criteria are to be reported straight away to the Headteacher or to the Deputy DSL. Where the Headteacher or Deputy DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Headteacher or Deputy DSL is the subject of the allegation or concern, the Headteacher or Deputy DSL must not be informed of the allegation prior to contact with the Chair of Governors. If the allegation is about the Chair of Governors, the Headteacher or the LADO must be contacted.

The DSL or Chair Of Governors should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where it is deemed that there

is an immediate risk to children or there is evidence of a possible criminal offence, the DSL/Chair of Governors may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

The DSL/Chair of Governors will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. A named representative will be appointed to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

The DSL/Chair of Governors should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. They will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, they will ensure they know who their point of contact is in the School and shall provide them with their contact details.

The DSL/Chair of Governors will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

The DSL/Chair of Governors will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

On conclusion of the case, the DSL/Chair of Governors should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who

made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

MANAGEMENT OF SAFEGUARDING

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the Deputy DSL and the Governing Body to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt with support from the school Business Manager.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

Full details of the DSL's role can be found at Annex B of KCSIE.

TRAINING

Induction and training are in line with advice from the local authorities and the relevant safeguarding organisations.

All Staff

All new staff will be provided with induction training that includes:

- the Safeguarding Policy (including child protection);
- the Behaviour Policy
- the staff Code of Conduct including the School's Whistleblowing Policy and the acceptable use of I.T. policy, staff/pupil relationships and communications including the use of social media
- a copy of Part one of KCSIE 2020 and Annex A, and the whole document

School leaders and staff who work directly with children will also be required to read Annex A of KCSIE (and Part five of KCSIE).

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. This happens every three years with training being delivered either by an external consultant, Educare or the DSLs.

- 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 or via Educare.
- All staff, volunteers or other workers who have contact with children are required to have read Part 1 of KCSIE and confirm that they have done so. Each time Part one of KCSIE is updated by the Department for Education, staff will be updated on the changes via an oral communication/presentation by the DSL and relevant links to the changes for their own reading

- A record of training in safeguarding/child protection is kept on a central record by the Human Resources Department.

Temporary staff and volunteers are provided with relevant information.

All staff are also required to:

- Receive training in safeguarding and child protection regularly, in line with advice from the multi-agency safeguarding arrangements from the local authorities. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example emails, staff meetings and discussions.

DSLs

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the LA's approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of KCSIE. In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The Deputy DSL is trained to the same level as the DSL.

Oversight of safeguarding, including arrangements for reviewing policies and procedures

A review of the School's Safeguarding Policy takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. There is an annual audit which takes place using the local authority documentation which is presented to the Governing Body. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

The school's arrangements to fulfil other safeguarding responsibilities

Curriculum

Key elements of child protection are included in the PSHE curriculum, so that children can develop understanding of why and how to keep safe. Senior House Captains are given awareness training in matters of child protection and safeguarding. The School creates a culture of value and respect for the individual; this is carried out in a way that is appropriate to the ages of our children. Children are taught how to adjust their behaviours to reduce risks, both in person or when using electronic equipment or when on-line.

We ensure that all pupils are taught about safeguarding, including online, to help children to adjust their behaviour in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety is an integral part of the School's curriculum and also embedded in PSHE and RSE.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes harm. Further details of the School's approach to online safety can be found in the Acceptable use of ICT policy.

The School Site

The layout of the school allows for constant supervision. Where children need to spend time away from the rest of the group, they must be in an agreed location.

Use of ICT, Mobile Phones and Other Electronic devices

For more information refer to the Staff Code of Conduct and the Acceptable Use of ICT policies for both staff and pupils.

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.

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

Parents are not permitted to take photographs in or around the school or at school events without prior approval from the Headteacher.

Duty to notify Ofsted and ISI

The School will inform Ofsted and ISI of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted/ISI as soon as reasonably practicable, but at the latest within 14 days of the date the School becomes aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted/ISI within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises whether the allegations relate to harm or abuse committed on the premises or elsewhere.

SAFER RECRUITMENT

The School is committed to safer recruitment processes. For the avoidance of doubt, this applies to all divisions of the school, including EYFS.

- 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.
- We operate safe recruitment procedures which have regard to the guidance contained in KCSIE and in compliance with the Independent Schools Standards.
- 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).
- Regulation on Disqualification from Childcare, including 'by association', makes three 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.

- We take particular care to ensure those involved in one-to-one teaching are aware of their safeguarding responsibilities.
- 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.
- Volunteers who have not been through the full vetting process do not work unsupervised.
- All school staff are provided with a copy of KCSIE (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.
- 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.

Staff obligations

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.

External workers and visitors

We take 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.

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.

Invigilators for Examinations

Our invigilators are largely made up of volunteers from our parent body and all receive the necessary training from the exams officer prior to the examination season. Those working one to one are subject to DBS checks.

Staff, volunteers or workers leaving

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.

In addition, consideration will also be given to making a referral 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.

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.

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 2 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 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 3 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.org.uk (Heather Bowden)

caroline.Santer@thekingsschool.org.uk (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 DSLs is conducted by Thirtyone:eight 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

Thirtyone:eight (Churches' Advisory Service): 0845 120 4550 <https://thirtyoneeight.org/>

Southampton Police – 101 (general enquiries) and emergency 999

LADO for Southampton can be contacted on 02380 915539/ 01962 876265/ 07789 616092

LADO for Hampshire can 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