



Child Protection and Safeguarding Policy

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Scope of the Policy

1. Safeguarding

The King's School and its Governing Body are fully committed to the welfare, protection and safekeeping of all its pupils, including those within the EYFS. This policy complies with *Keeping Children Safe in Education (KCSIE, September 2021)*, *Working Together to Safeguard Children (2018)* and *Prevent Duty Guidance (2015)*.

All pupils have the right to protection, regardless of age, gender, ethnicity, disability, sexuality or beliefs.

The school recognises its legal duty to work with locally agreed inter-agency procedures. Children include anyone under the age of 18. This responsibility is underpinned by the following aims:

- To protect children from harm (maltreatment)
- To prevent impairment of children's mental and physical health or development
- To ensure children grow up in circumstances consistent with the provision of safe and effective care
- To take action to enable children to have the best outcomes

The school addresses their commitment to these aims through:

2. Prevention

By ensuring all reasonable measures are taken to minimise the risk of harm to children's welfare, including:

- Appointing Designated Safeguarding Leads (DSLs) and at least one Deputy Designated Safeguarding Leads (DDSLs) in each section of the school (see Sections 6-7 and Appendix 1 for contact details)
- Ensuring safer recruitment practice
- Ensuring, through annual training, that all staff are aware of and committed to the Policy and Procedures for Child Protection and Safeguarding
- Adopting a supportive, open and accepting attitude towards children so that they feel valued, listened to and respected
- Establishing a positive and secure environment, in which children can learn and develop
- Curriculum activities, particularly included within the PSHE and tutor programmes, which will equip pupils with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life. These activities and opportunities will include coverage of online safety and cyberbullying and the risks of radicalisation
- Providing pastoral support and peer mentoring that is accessible and available to all pupils and ensuring that pupils know to whom they can talk about their concerns both within and outside of school

3. Protection

By ensuring all appropriate actions are taken to address concerns about the welfare of a child or children, working with agreed local policies and procedures in full partnership with other local agencies, especially the Police and Children's Social Care.

This may include:

- Sharing information about concerns with agencies that need to know and involving children and their parents/carers appropriately
- Monitoring children known or thought to be at risk from harm and contributing to assessments of need and support packages for those children
- Safeguarding children from potentially harmful and inappropriate online material (see *Online Safety Policy* and *Pupil ICT Acceptable Use Policy*)

4. Reporting

All safeguarding concerns are reported and recorded on the CPOMS information system (link on Firefly). Details of referrals and other paperwork are also held on iSAMS and will be shared with colleagues and external agencies as deemed appropriate by the DSLs and/or DDSLs.

The School, under inter-agency procedures, will report complaints that raise Child Protection issues. If the parents are unhappy with the School's response, they should contact the nominated officer for Child Protection within the Local Education Authority and ask for the Duty Social Worker (see Appendix 1).

The School will report to the Disclosure and Barring Service (DBS) as soon as possible, and ordinarily on conclusion of an investigation, any person (whether employed, contracted, volunteer or student) whose services are no longer used because they are considered unsuitable to work with children. The School will also report to the Teaching Regulation Agency (TRA) when appropriate to do so.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would 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 the welfare and protect the safety of children.

See Section 11 for a summary of what any individual should do if they have concerns about a child and Section 22 if they have concerns about the conduct of a member of staff.

Pupils should feel confident that they can report concerns to any member of staff and that these reports will be taken seriously and handled confidentially. Their wishes and feelings are taken into account when determining what actions are taken and which services are provided.

All pupils have a Tutor and Pastoral lead and know the identity of the Deputy Head Pastoral (also DSL), the Assistant Head Pastoral (also DDSL) in the Senior School.

In Willow Lodge and Junior School pupils have their class teacher (and teaching assistant) who is their first point of contact for pastoral matters. They all know that the DSL in the Junior School is the Head of Juniors and the DDSL is the Deputy Head of Juniors. Pastoral matters in Willow Lodge are referred to the DSL by staff.

There are 10 staff trained as Mental Fitness Ambassadors across Willow Lodge and the Junior School.

Referrals to the School Counsellor in Willow Lodge and Junior School are made by staff in consultation with the Head of Willow Lodge and Juniors.

All pupils also have access to the School Nurse and are able to make online self-referrals to the School Counsellor.

In the senior School pupils can make online reports to both Anti-Bullying Ambassadors (see Anti-Bullying Policy) and Mental Fitness Ambassadors (see Health Policy).

Online abuse may also be reported directly via the CEOP button on Firefly and Helpline numbers are listed in the Student Handbook.

Pupils are also asked to encourage their peers to report concerns and to raise issues themselves rather than being a bystander.

All of these reporting routes are widely advertised around the school site.

Child Protection Policy and Procedures

5. Introduction

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. The term 'significant harm' was defined by The Children Act of 1989 as the threshold that justifies compulsory intervention in family life in the best interests of children and gives Local Authorities a duty to make enquiries to decide whether they should act to safeguard or promote the welfare of a child who is suffering, or is likely to suffer, significant harm.

Whilst there are no absolute criteria on which to rely when judging what constitutes significant harm, the following factors are used by the DSLs and/or DDSs and, where appropriate, the Local Authorities, in assessing any case:

- The degree and extent of physical harm
- The duration and frequency of abuse and neglect
- The extent of premeditation
- The presence and degree of threat, coercion, sadism.

Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault), but more often, it is the consequence of a compilation of significant events (both acute and long-standing) which interrupt, change or damage the child's physical and psychological development (taken from *Working Together to Safeguard Children 2018*).

Staff should be clear that they must not make quick judgements or carry out investigations. The information in these procedures must be read in the context of the specific advice offered in the policy, in terms of how to act in cases where safeguarding and/or child protection issues are suspected.

6. The Role of the Designated Safeguarding Leads

The main responsibilities of the Designated Safeguarding Leads, in line with *Annex C of KCSIE*, are:

- To work with others and act as the first point of contact for parents, pupils, staff, external agencies, especially the three safeguarding partners, and any others in all matters of child protection
- To manage all referrals to the appropriate bodies (Children's Social Care, the Police, the Channel programme and the DBS) as part of a multi-agency approach
- To coordinate child protection procedures within the school
- To ensure that all persons are made aware of the safeguarding processes as part of their induction
- To maintain and provide ongoing training programme for all school employees
- To undertake regular training to be able to provide training, advice and support to other staff members
- To have an overview of online safety across the school and to ensure that students are aware of how to protect themselves online (in line with *Annex D of KCSIE*).

The DSLs will also:

- Advise and act upon all suspicion and evidence of reported abuse
- Keep the Headmaster informed, as appropriate, of all actions, unless he is the subject of the complaint
- Act in line with statutory guidance *Working Together to Safeguard Children (2018)* and the Cheshire West and Chester Safeguarding Children Partnership (CWCSCP)
- Ensure the child protection file is transferred to the new school or college as soon as possible when a pupil moves to a new school (including in-year transfers)
- Be available during school hours (with adequate and appropriate cover arrangements for any out of hours/out of term activities) for staff in the school to discuss any safeguarding concerns.

It is the role of Deputy DSLs to support the DSLs where necessary and to deputise for them if they are unavailable. Thus, any reference to DSLs in this policy incorporates DSLs and/or DDSLs.

7. The Identity of the Designated Safeguarding Leads and Other Safeguarding Roles

Contact details for the following can be found in Appendix 1.

The Deputy Safeguarding Lead (DSL) for the Senior School is the Deputy Head Pastoral, Mr Michael Harle. The DSL for the Junior School and Willow Lodge (with responsibility for EYFS), is the Head of Junior School and Willow Lodge, Mrs Margaret Ainsworth. The Deputy DSL (DDSL) for the Senior school is the Assistant Head Pastoral, Mrs Claire Sumner. The DDSL for the Junior School and Willow Lodge is the Deputy Head Pastoral of the Junior School, Mr Alan Griffiths.

The School Nurse, Mrs Laura Jones, also works in conjunction with the DSLs on child protection issues and is also a DDSL.

The internal 'Safeguarding Group', which comprises the five members of staff listed above, meet monthly to review the child protection register and other issues regarding safeguarding. They hold contact details for partner agencies and will provide them to parents on request.

The DSLs and Safeguarding Group work in conjunction with the Headmaster when appropriate and keep him informed of all relevant safeguarding matters.

The designated teacher for Looked After Children and Previously Looked After Children is the Deputy Head Pastoral, Mr Michael Harle. The designated teacher works with the local authority, in particular the Virtual School Head and allocated social worker, to support the progress of the students through the production and adherence to their personal education plans as outlined in *Promoting the Education of Looked After Children and Previously Looked After Children (2018)*. Staff receive training in the needs of Looked After Children and Previously Looked After Children.

The Single Point of Contact for Prevent is the Deputy Head Pastoral, Mr Michael Harle.

8. Training of the Designated Safeguarding Leads

The DSLs are required to undertake Level 3 training, updated every two years, in Child Protection and Interagency Working for Designated Persons. They also complete other training on relevant areas of safeguarding and child protection, such as Domestic Violence and Child Sexual Exploitation (CSE). In addition to formal training, the DSLs keep up to date by attending network meetings and updates from the Safeguarding Children's Partnership and local Safeguarding Children in Education Team. These briefings are discussed at Safeguarding Group meetings.

The DSLs ensure that all staff and governors receive appropriate Safeguarding Training (see Section 24).

9. The Role of Governors

The Governing Board has a Designated Safeguarding Governor (currently Mrs Carol Edwards) and Deputy Safeguarding Governor (tbc). Their role is to have an overview of this area and recognise that leadership responsibility for the school's safeguarding arrangements rests with the whole Governing Board, including the Chairman of Governors (currently Mr David Rowlands).

The Designated Safeguarding Governor and Deputy Safeguarding Governor meet with the DSL four times a year for a detailed review of cases and actions in the Safeguarding Register. Such meetings are followed by termly meetings of the Safeguarding Committee which comprises the Designated Safeguarding Governor, Deputy Safeguarding Governor, DSLs and Director of Human Resources, in order to review all relevant aspects of safeguarding in the school and ensure that the Governors fulfil their safeguarding requirements as summarised below:

- Testing the school's policies and procedures related to Child Protection and Safeguarding.
- Keeping abreast of Child Protection and Safeguarding issues and trends
- Maintaining and enhancing knowledge and understanding of Child Protection and Safeguarding Policies and Procedures through a standing agenda item at meetings of the full Governing Body
- Ensuring that the School has Policies and Procedures for Safeguarding and Child Protection, known to all staff and governors, which are in accordance with Local Authority, and inter-agency procedures and that these are made available to all parents
- Working with the DSLs and the Governing Body to carry out an annual review and audit of safeguarding to judge the efficiency with which the procedures have been implemented and to ensure that any deficiencies are remedied immediately
- Ensuring that all safer recruitment procedures are being properly adhered to
- Ensuring that all staff and governors receive relevant and regular safeguarding training.

The Designated Safeguarding Governor also has termly meetings with the Director of Human Resources to carry out random checks of the Single Central Register. All actions from such meetings are recorded formally.

10. Reviews

The school reviews its Child Protection and Safeguarding Policy and procedures internally through various means:

- Regular meetings of the Safeguarding Group and Safeguarding Committee (see above)
- Periodic parent and pupil questionnaires
- Analysis of attendance data
- Reviews of the bullying, serious incidents and hate incidents records
- Regular meetings of the Senior School Pastoral Group who report on a termly basis to the Senior Leadership Team of the Senior School
- Regular meetings of the Junior School and Willow Lodge form tutor meetings who report to the Lower Leadership Team
- Review of parental concerns and complaints
- Regular analysis and update of risk assessments
- Active monitoring of the site and pupil activities on a day-to-day basis
- A standing 'safeguarding' agenda item at the weekly meetings of the Senior Leadership Team, Lower Leadership Team and King's Leadership Team
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school.

The Designated Safeguarding Governor and Deputy Safeguarding Governor review the implementation of the Child Protection and Safeguarding Policy and procedures via regular meetings with the DSLs and the termly meetings of the Safeguarding Committee meetings. The Safeguarding Governors also talk to staff and pupils during visits to ensure they are familiar with relevant procedures.

The full Governing Body also has an annual safeguarding meeting at which:

- changes to the Child Protection and Safeguarding Policy are discussed, noted and approved
- the past year's safeguarding register is reviewed
- the past year's bullying, serious incidents and hate incidents records are reviewed in conjunction with the above
- the past year's complaints register is reviewed in conjunction with the above
- staff and governor training records are reviewed in conjunction with the above
- a report on the checking of the SCR is provided.

In addition to the above, the school occasionally uses an external consultant to carry out a comprehensive review of safeguarding procedures and practices. This was last done in November 2019, with an associated action plan produced and completed.

11. Procedure for dealing with allegations or concerns about a child

The procedures and guidance below are in line with the procedures of the Cheshire West and Chester Safeguarding Children Partnership (CWCSPP), full details of which can be found at: www.cheshirewestlscb.org.uk (see summary diagram below).

If staff have a concern they should speak to the DSL or DDSL. This will result in either

- Managing any support for the child internally using the school's pastoral support processes;
- Undertaking an early help assessment; or
- Making a referral to statutory services (as outlined below).

All school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff are alerted to the increased potential vulnerabilities of Looked After Children, Previously Looked After Children and children with special educational needs and disabilities (SEND). Staff are also made aware that children can abuse their peers.

If, at any point, there is a risk of immediate serious harm to a child, anyone in the school can make a referral to Children's Social Care and/or the Police immediately (see Appendix 1 for Contact Details).

There is a clear distinction in law between a 'Child in Need' and a 'Child at Risk'. This distinction determines how an issue about a child is referred and to whom the referral is made.

- A Child in Need is a child who is unlikely to be able to maintain a reasonable standard of health or development/or their health and development will be impaired without provision of additional services to those we provide in school. This includes children with disabilities.
- A Child at Risk is a child for whom there are reasonable grounds to suspect they are in relatively immediate danger of being 'at risk of significant harm'.

Risk of significant harm refers to a child being at risk of Physical Abuse, Sexual Abuse, Emotional Abuse or Neglect by another person (see Section 13); this could be an adult or one of their peers. Harm means ill treatment or impairment of health and development. Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

All members of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school, are required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made within 24 hours of the safeguarding issue being raised. Should there be children in need of additional support from one or more agencies, the school will ensure that they participate fully in any discussions to ensure that all available support is secured. The DSL will keep the Headmaster informed of the referral of safeguarding concerns to local agencies.

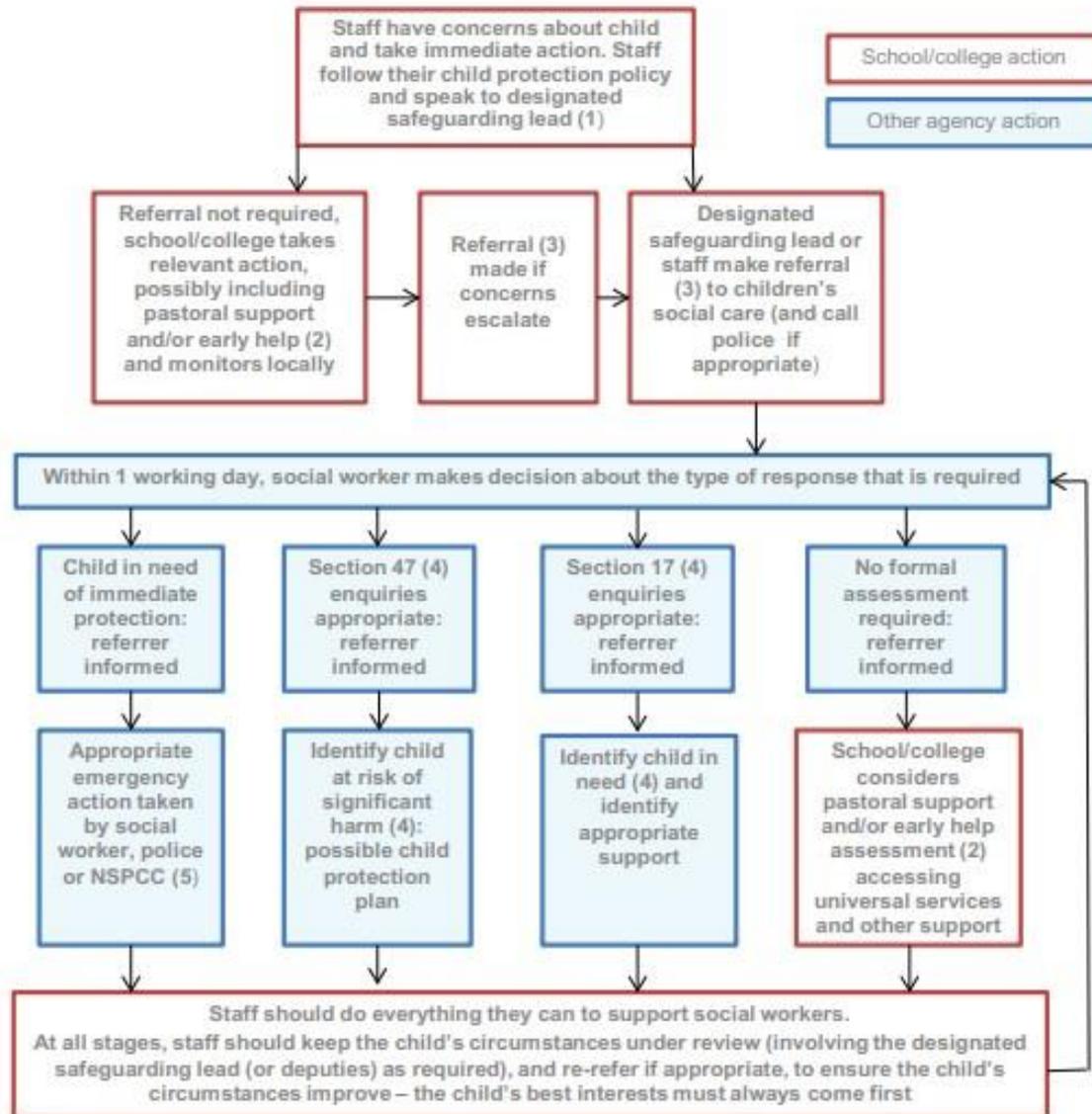
If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to their attention, it is their duty to listen to the child, provide re-assurance and record the child's statements. More specifically, the member of staff should:

- Listen and observe carefully whilst recording in detail what is observed and being told, using the words and phrases of the child where possible
- Respond without showing signs of disbelief or shock whilst affirming the pupil's feelings as expressed
- Offer reassurance as necessary that the pupil is not to blame for any abuse experienced
- Limit questioning to the minimum necessary for clarification and avoid leading questions
- Do not guarantee confidentiality and tell the child that the matter will need to be referred in confidence to the relevant pastoral staff and DSL
- Complete an accurate written record of the conversation, confirmed if necessary with the child
- Inform the DSL immediately so that appropriate agencies can be informed within 24 hours and the matter can be addressed without delay.
- If it is not possible to report the matter to a DSL or Headmaster, staff should report concerns directly to the CWCSPP (see Appendix 1 for contact details and the diagram below).

Staff should not carry out any further investigation when a disclosure of abuse has been made. It is the responsibility of those carrying out an investigation to question and to test the information provided in a disclosure.

Staff should ensure that any child who has disclosed abuse is subsequently supported as effectively as possible. This should involve the careful monitoring of the child and ensuring they have appropriate adults to speak to. It may also involve observing carefully the behaviour of other children, especially those who may be aware of the disclosure and/or abuse.

Actions where there are concerns about a child



(1) In cases which also involve a concern or 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) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#)

(5) This could include applying for an Emergency Protection Order (EPO).

(Procedures where there are concerns about a child, Cheshire West and Chester Safeguarding Children Partnership)

12. School support for pupils

The school encourages a culture of open communication between staff and pupils and aims to help pupils to make reasoned and well-informed choices. The school recognises that:

- A child who is abused or is a witness of violence may find it difficult to develop and maintain a sense of self-worth
- A child in these circumstances may feel helpless, humiliated and frightened; they may blame themselves for what is happening
- The school may provide the only stability in the lives of children who have been abused or are at risk of harm.

The school will support pupils by:

- Promoting a caring, safe and positive environment within school
- Encouraging self-esteem and confidence in pupils
- Listening to pupils; all pupils know that there are adults to who they can turn if they are worried
- Providing access to the School Counsellor
- Providing education on online safety (see Pupil ICT Acceptable User Policy and Online Safety Policy)
- Providing mental health first aid (see below)
- Providing support from the student's mental health and anti-bullying ambassadors
- Referring to appropriate agencies to access professional diagnosis and therapeutic support
- Liaising and working closely together with all other support agencies involved in the safeguarding of children
- Working closely with the social workers of vulnerable pupils.

Children with SEND can provide additional safeguarding challenges which can include:

- That they may be more prone to typical indicators of possible abuse such as behaviour changes and mood swings
- Children with SEND can be disproportionately impacted by peer-on-peer abuse without outwardly showing any signs of discomfort.
- Communication barriers and difficulties in overcoming these barriers.

Time is allocated in PSHE and the tutor programme in the Senior School to educate pupils about issues of safeguarding including online safety, bullying, peer on peer abuse and relationship, health and sex education (see PSHE Policy, Anti-Bullying Policy and Online Safety Policy).

Some children may benefit from Early Help which is a co-ordinated form of support from multiple agencies given to a family when a possible child protection problem or issue first emerges, with the main focus being to improve outcomes for the child. Further details can be found here:

<https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention>

If a member of staff thinks that a child or a family might benefit from such early intervention, they should speak to the DSL who will consider whether to request an Early Help assessment.

Specific support for Mental Health

The school has many staff trained in Mental Health First Aid in all sections of the school and all staff are aware that mental health problems may be an indication that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

If children have suffered traumatic adverse childhood experiences (ACEs) it is known that this can have a lasting impact throughout school years and into adulthood. Any concerns should be referred immediately to the DSL and registered via the Log of Concern.

13. Types of abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, for example via the internet. They may be abused by an adult/s or children. Child abuse can have major long-term effects on all aspects of a child's health, development and well-being. The main forms of maltreatment are:

- Physical abuse is deliberately causing physical harm to a child. This might involve punching, kicking, biting, burning, scalding, shaking, throwing or beating with objects such as belts, whips, or sticks. It also includes poisoning, giving a child alcohol or illegal drugs, drowning or suffocation. Physical harm may also be caused when a parent or carer fabricates the symptoms of illness in a child.
- Emotional abuse is where repeated verbal threats, criticism, ridicule, shouting, lack of love and affection causes a severe adverse effect on a child's emotional development. It includes conveying to children that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. Emotional abuse also includes not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature inappropriate expectations being imposed on a child, over protection and limitation of exploration and learning, or preventing the child from taking part in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation of children. Some level of emotional abuse is involved in all types of ill treatment of children, or it may occur alone.
- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may involve physical contact including penetrative sex, oral sex, masturbation, kissing, rubbing, or touching outside of clothing, or it may involve non-contact activities such as involving children in watching sexual activities, producing or looking at sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Abusers can be men, women or other children.
- 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 is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger. It also includes failure to ensure access to education or to look after a child because the carer is under the influence of alcohol or drugs. In pregnancy neglect may occur as a result of misusing alcohol or drugs.

14. Other Specific Safeguarding Issues *(including peer-on-peer abuse, honour-based abuse, female genital mutilation, radicalisation, serious crime and sexting)*

All staff should have an awareness of specific safeguarding issues, the most relevant of which are listed below. *Annex B of KCSIE* contains further details on these specific issues.

a. Peer-on-peer abuse

The school does not tolerate any form of peer on peer abuse including bullying (see Anti-Bullying Policy), use of derogatory language, harassment, victimisation and discrimination.

It is recognised that addressing inappropriate behaviour, even when it is low level or apparently innocuous can be an important action which helps to prevent problematic, abusive and / or violent behaviour. Positive role modelling of behaviours by adults and responsible peers is also beneficial.

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying, including cyberbullying
- Physical abuse
- Abuse in intimate personal relationships between peers
- Consensual and non-consensual sharing of nude and semi-nude images and videos (sexting)
- Sexual violence and sexual assault
- Sexual harassment
- Upskirting
- Initiation/hazing type violence and rituals

These actions can take place both inside and/or outside school and online.

Peer bullying, which includes unacceptable levels of 'banter', can be an example of an abusive relationship and will be treated as a child protection concern if it is believed that the child may suffer significant harm.

It is recognised that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place, and so emphasis is placed on the importance of encouraging pupils to report such concerns.

It is also recognised that all peer on peer abuse is unacceptable and will be taken seriously. The aim is to promote a culture of acceptable behaviours and leading to a safe environment for all young people.

Physical abuse, sexual abuse and sexting may also be carried out by pupils with other pupils. Sexting is a relatively common issue which pupils often don't perceive as harmful. If an incident of sexting is reported to staff or suspected this needs to be sensitively and carefully managed, with the DSL informed as soon as possible. This likewise applies to any other suspected incidents of peer on peer abuse.

There is no clear definition of peer on peer behaviour/s that are regarded as abusive and if a pupil causes harm to another, this should not necessarily be dealt with as abuse. Many incidents of bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are substantial concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour
- Many adults who abuse children repeatedly established a pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again
- Some young people who abuse have themselves been abused (but this cannot be assumed)

The guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children
- There should be a co-ordinated approach. No agency should start a course of action that has implications for any other agency without appropriate consultation.

Discussion between tutors and Heads of House (form teachers and pastoral leads in Willow Lodge and the Junior School), and for more serious cases the DSL, will be needed to determine which procedures should be followed initially. These should be reviewed if new information comes to light.

b. Honour-based abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of a family and/or community, including female genital mutilation (FGM) and forced marriage. Abuse committed in this context often involves a wider network of family and/or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Professionals in all agencies, and members of relevant communities, need to be alert to the possibility of a child being at risk of HBA, or having already suffered HBA. The school recognises that HBA can happen in our community. All forms of HBA are abuse, regardless of the motivation, and should be handled and escalated as such. Staff should report any concerns related to HBA to the DSL immediately.

c. Female Genital Mutilation [FGM]

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting consequences.

There is a statutory duty on teaching staff to report to the police where they have reason to believe, through either disclosure or visual evidence, that FGM appears to have been carried out on any girl under the age of 18. Teaching staff should never examine pupils themselves.

d. Radicalisation and Extremism

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.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The school recognises that Radicalisation and Extremism can be religious, political or focused around single issue groups. Whilst the overall risk is low in relative terms, awareness and vigilance are expected at all times, and staff receive on-going training and support, including guidance on Visiting Adults (see Section 17) and the importance of raising pupil awareness.

All staff receive training these issues which includes coverage of the UK government's Prevent Strategy which has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Further information can be found in *The Prevent duty: Departmental advice for schools and childminders (2015)*.

The Headmaster and DSL will assess the level of risk within the school and put actions in place to reduce that risk. The DSL will inform the Designated Safeguarding Governor of any necessary actions who will then inform the full Governing Body.

The Single Point of Contact for Prevent is the Deputy Head Pastoral, Mr Michael Harle, who should be spoken to by any member of staff who has concerns that a pupil may be at risk of radicalisation or involvement in extremism. See Appendix 1 for contact details of relevant agencies.

Further details concerning Indicators of Vulnerability to Radicalisation are in Appendix 2.

e. Sexual violence and sexual harassment

Sexual violence is categorised under the Sexual Offences Act 2003 as Rape, Assault by Penetration and Sexual Assault. In all instances consent has not be given or has been withdrawn.

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online and offline. This reference to sexual harassment, is in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

It is recognised that sexual violence and sexual harassment can occur between two children of any age.

In order to deal with these safeguarding issues:

- The school makes it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up
- It is expected that all inappropriate behaviours are challenged
- Does not tolerate or dismiss sexual violence and sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- Challenges behaviour such as grabbing bottoms, breasts and genitalia and flicking bra straps and lifting up skirts, since dismissing or tolerating such behaviours risks normalising them
- Understands that all the above can be driven by wider societal factors such as sexist stereotypes and sexist language .
- The school recognises the importance of preventive education, both the tutor programmes PSHE (specifically Sex and Relationship Education).

It is recognised that some groups are more at risk including children with SEND and LGBT children.

Consent is recognised as a key area. Consent is about having the freedom and capacity to choose.

- the age of consent is 16
- consent can be withdrawn at any time
- a child under the age of 13 can never consent to any sexual activity.

The initial response to a report from a child is very important.

Any child alleging either sexual violence or harassment should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be made to feel ashamed for making a report. **The DSL must be informed immediately.**

In the case of reported sexual violence, the police will be contacted immediately, and the school will generally inform parents or carers unless there are compelling reasons not to do so. (*see page 10 - Actions where there are concerns about a child*)

In the case of reported sexual harassment, a risk and needs assessment will be considered and the incident may be managed internally. Early help may be sought at any time in this process.

Where a child has been harmed, is at risk of harm, or is in immediate danger a referral will be made to CWCSCP. The DSL will make an immediate risk and needs assessment.

There will be ongoing safeguarding and support for the victim and alleged perpetrator of sexual violence and sexual harassment in line with *KCSIE (2021) part 5*.

f. Domestic Abuse

The cross-government definition of domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality'. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

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

Operation Encompass operates in most police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the school's DSL before the child or children arrive at school the following day.

Where the school believes that domestic violence is occurring, it will be reported either to CWCSCP or directly to the Police if there is imminent threat to the welfare of the child.

g. Consensual and non-consensual sharing of nudes and semi-nudes

The following guidance is based on Sharing nudes and semi-nudes: advice for education settings working with children and young people (UK Council for Internet Safety, 2020)

The consensual and non-consensual sharing of nudes and semi-nudes (previously known as Youth Produced Sexual Imagery or Sexting) can be defined as the sending, posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online.

If adults are involved in the sharing of such imagery, this is a form of child sexual abuse and must be referred to the police as a matter of urgency

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated, but the creating and sharing of such images of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex.

With the increased use of mobile devices amongst children the sharing of photos, videos and live streams has become part of daily life for many and the speed and ease with which images can be shared, has led to this being an increasingly common safeguarding issue which exposes children to various risks including emotional harm through embarrassment and humiliation, bullying and increased vulnerability to sexual exploitation.

It is one of parents' main safeguarding concerns today, with recent surveys indicating that an increasing proportion of boys and girls take inappropriate images of themselves, most of whom then share such images, often with strangers. It is also a growing issue with pupils of primary school age.

Although the production of images or videos normally take place outside school, the consequences of the sharing of nude or semi-nude imagery often manifest themselves in schools and any member of staff who knows or suspects that this has taken place should inform the DSL immediately regardless of whether the motivations are aggravated (intent to harm, reckless misuse, adult involvement) or experimental (romantic, attention seeking, non-sexually motivated)

The following points should be noted:

- Never view, copy, print, share or save the imagery yourself, or ask a child to share or download – **this is illegal.**
- If you have already viewed the imagery by accident, report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

When the issue has been raised with the DSL, they will hold an initial review meeting with the appropriate staff and a course of action will be decided, which will include some or all of the following in line with guidance in *Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, 2020)*

- Storing the device securely
- Further interviews with the young people involved
- Carrying out a risk assessment in relation to the young person
- Contacting the police (if appropriate)
- Make a referral if needed
- Put the necessary safeguards in place for the pupil (which may include counselling)
- Inform parents and/or carers about the incident and how it is being managed (although this will depend on the nature of the image/s and the family circumstances).

h. Upskirting

This involves taking images under a person's clothing without them knowing, with the intention to view genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm. The Voyeurism (Offences) Act 2019 means that this is a criminal offence. It poses a safeguarding concern, and the DSL will involve other agencies as appropriate if this was reported.

i. Serious Violence

This includes, but is not limited to knife crime, gun crime, acid attacks and homicide, all of which are often linked to drug and/or alcohol abuse.

Staff should be aware of the risk factors to look out for which may increase the likelihood of involvement in serious violence. These include frequent absence from school, having experienced child maltreatment and having been involved in offending such as theft.

The school recognises the threat of County Lines and the impact on individuals, families and communities. County Lines awareness and preventative action training is provided to all staff.

j. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males, females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The experiences of girls and boys may be very different for both of these forms of exploitation and the indicators may also be different for boys and girls. More information including definitions and indicators are included in *Annex B of KCSIE 2021*. This includes definitions of County Lines, Terrorism and domestic abuse which relate to CSE and CCE.

15. Staff awareness of signs of abuse

Staff should be aware of the physical signs and behaviours that may indicate abuse.

Physical abuse

Physical signs:

- Unexplained or repeated injuries
- Bruises in odd places
- Marks of slapping, biting, gripping etc
- Cuts in odd places
- Poor standards of personal hygiene • Marked weight fluctuations.

If a physical injury is considered to be of such severity that the child requires emergency hospital treatment, that help should be sought in accordance with local procedures with parents (as appropriate) and CWSCCP informed at once.

Possible behavioural signs may include:

- Any comments children make which give cause for concern
- A marked change in behaviour
- Eating disorders
- Excessively affectionate or sexual behaviour
- Emotional isolation
- School refusal
- An inability to sleep
- Theft
- Habits such as thumb-sucking
- 'Frozen watchfulness'
- Reluctance to participate in PE, games or swimming.

Staff are reminded that these symptoms are 'possible' signs and do not automatically mean that abuse has or is taking place; there may be other explanations. In many cases it would be appropriate for staff to discuss their observations in the first instance with the pupil's Head of House or Tutor in the Senior School, or the Form Teacher in the Junior School and Willow Lodge, to help to decide whether it should be referred to the DSL.

Emotional abuse

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child and ignore them
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example by name calling, undermining or making negative comparisons.

Sexual abuse

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language inappropriate to their age
- Children who ask other children to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Neglect

- Children who are often hungry, dirty and lack basic standards of personal hygiene
- Children who are often without adequate clothing e.g. not having a winter coat
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Children who are living in a home that is indisputably dirty or unsafe
- Children who are living in dangerous conditions; around drugs, alcohol or violence
- Parents who fail to seek medical treatment when their children are ill or are injured.

Staff should also be vigilant for signs of forms of child exploitation:

Child Criminal Exploitation (CCE)

- Children with unexplained gifts or new possessions
- Children who display notable changes in emotional well-being and behaviour
- Children who regularly miss school or education or do not take part in education.
- Children who go missing for periods of time or who get home late
- Children who associate with other young people known to have been involved in exploitation
- Children who misuse drugs and alcohol.

Child Sexual Exploitation (CSE): the above CCE indicators, as can:

- Children who spend a lot of time with older children as their friends
- Children who suffer from sexually transmitted infections or become pregnant.

16. Pupil Attendance

a. Missing Children

The School closely monitors daily registration as it recognises that regular attendance is vital for effective education. Absences are always checked as it is also recognised that a child missing from education is a potential indicator of abuse, sexual exploitation, neglect and radicalisation.

Attendance is monitored carefully by tutors and Heads and House and is recorded half termly on pupils reports. Repeated absences without the school's permission would trigger referral to the appropriate agency.

To ensure that all pupils, including those in EYFS, are accounted for, in the event of a pupil not being present at morning registration and where no information has been given to explain why, parents will be contacted by the school to determine the child's whereabouts.

However, in the unlikely event that a child cannot be accounted for at any time during the school day, the following procedure will be implemented:

- The Headteacher or Deputy Headteacher will be notified without delay
- A simultaneous search of the building and immediate locality will take place by members of the staff
- The missing pupil's peers will be asked for any information they might have
- If the pupil is not found, and the absence cannot be explained, the parents will be contacted, and if circumstances escalate, the Police will be informed.

b. Pupil Supervision

The school attaches utmost importance to keeping all children safe and secure inside the school premises at all times. For further details on pupil supervision in all sections of the school see Pupil Supervision Policy.

c. Non-Collection of pupils in Willow Lodge and Junior School (including EYFS)

In the event that a child is not collected by an authorised adult in EYFS, Larks and Owls, Willow Lodge or The Junior School, we will ensure that the child receives the expected high standard of care in order to cause as little distress as possible.

Parents are made aware when joining the school that, if they cannot collect their child on time, they must contact the school immediately. Uncollected pupils will, after ten minutes, automatically go to Owls Club (after-school provision) and the following procedures will be followed:

- All reasonable attempts will be made to contact the parents or nominated collector
- If this is unsuccessful, the emergency contact, as informed by parents, will be informed
- If no-one arrives to pick up the child after Owls Club, and no phone contact has been made, the Head of Willow Lodge and The Junior School must be informed
- When all emergency contacts have been exhausted, and the Head of Willow Lodge and The Junior School deems appropriate, she will then contact CCWCP
- The child will be kept at Owls Club in the care of a DBS vetted worker, until the child is safely collected by either his/her parents or the social worker.

d. Contact arrangements and parental responsibility

We recognise that relationship breakdowns can be very distressing for all involved, however, any contact arrangements must be agreed outside of school and school should not be put in a position where they are placed in the middle of contact disputes.

The school is unable to prevent anyone with parental responsibility from picking up a child from school unless there is a court order in place stating that the person with PR is not allowed to do so, although the school will attempt to seek permission from the primary carer before releasing the child. e. Private fostering

If a member of staff at school becomes aware that a pupil may be in a private fostering arrangement and is provided with care and accommodation by someone to whom they are not closely related, they should raise this with the DSL who will notify CWCSCP.

e. Pupil transfers

The Children Missing in Education (CME) officer at CWCSCP is informed regarding all pupils who leave or join the school at non-standard transition ages.

17. Activities, trips, visits and visiting adults

Staff are expected to adhere to the Educational Trips and Visits Policy with regard to supervision, security and safety of pupils on trips and visits.

Staff must ensure that if they oversee any school activity or facilities where safety regulations and precautions are required, these are clearly published, and the attention of pupils is drawn to them from time to time. Any accidents during activities must be reported to the school's Medical Centre.

It is important not to place pupils of the same or differing age groups in situations during activities, trips or visits which might make bullying, intimidation or other pupil-to-pupil abuse more likely and, where such situations might arise, it is important that proper adult supervision be arranged. Senior pupils, assisting the supervision of junior pupils, should also be aware of this precaution.

All visiting adults must sign in when they arrive on site. At this point they will be given a pass and lanyard which designates their level of access (green – unsupervised, red – supervised). Staff (blue – lanyard) are required to challenge any adult who is not wearing a lanyard or anyone wearing a red lanyard who is unsupervised.

If a member of staff invites an adult to the site who will be speaking to or working with pupils, they must complete a Visiting Adult Form. This should be given to the Deputy Head and will be checked by the DSL. This check will include a declaration regarding the nature of the contact with respect to the risk of radicalisation.

18. Staff Code of Conduct

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with the Child Protection and Safeguarding Policy, Whistle-blowing Policy and other policies related to safeguarding. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

Failure to follow the Staff Code of Conduct and other policies relevant to safeguarding will be taken very seriously and may result in formal disciplinary procedures being instigated.

All Staff should:

- Actively support and promote the school's values (Aspire, Respect, Collaborate)
- Conduct themselves in a professional manner and be a good role model, both in and out of school
- Always consider whether their actions are warranted, proportionate, safe and equitably applied
- Avoid any actions or behaviours that might be interpreted or misinterpreted as inappropriate by pupils
- Exercise their duty of care towards pupils, both in and out of school, and take all reasonable steps to ensure the safety of pupils and staff by being familiar with and following the policies above
- Consider carefully the physical setting and nature of any interaction with pupils so as not to make themselves open to any undue suspicion or accusation
- Ensure that any one-to-one interaction with pupils follows good safeguarding practice, in accordance with training, and be aware that working in one-to-one situations with pupils can make them more vulnerable to allegations or complaints
- Show respect for pupils, parents and colleagues through trust, integrity, honesty and courtesy with consideration for all without prejudice towards creed, disability, age, gender, sexual orientation or race
- Support the emotional, intellectual, physical, social and spiritual development of pupils
- Communicate effectively and work collaboratively and supportively with colleagues
- Use professional discretion regarding the sharing of information about pupils
- Follow the Behaviour Policy to both reward pupils and manage poor behaviour
- Challenge inappropriate behaviour by pupils and staff
- Adhere to the rules, regulations and guidelines contained in their contract of employment, all School Policies and The Staff Handbook.

Staff must not:

- Act in any way that brings the school into disrepute
- Use abusive language, sarcasm, demeaning or insensitive comments or exhibit belittling or bullying behaviours towards pupils
- Use corporal punishment
- Make unnecessary physical contact with pupils or physically restrain them in any way (see Section 21 below)
- Offer unreserved confidentiality to pupils
- Share confidential or personal information about a pupil or their family for anything other than professional purposes
- Conduct any form of physical or intimate relationship with a pupil or with a former pupil that had its grounding in school. Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.
- View, download or send pornographic, racist or violent material via the school network

- Take illegal drugs or any other illegal substances; be under the influence of alcohol while teaching, on duty, or in professional capacity; condone any illegal drinking, drug taking, smoking or other breaches of School rules by pupils
- Communicate with pupils by personal e-mail/mobile phones/social media
- Share school network passwords with pupils or other staff
- Tolerate behaviour from colleagues or pupils which is contrary to the school's values or breaches this code of conduct. Staff should report such behaviours to either the Headmaster or the DSL/DDSL since in this context, inaction may constitute a breach of this code

19. Acceptable use of ICT including mobile devices

Staff are expected to follow the Staff ICT Acceptable Use Policy and be fully aware of the Pupil ICT Acceptable User Policy and Online Safety Policy.

a. Measures for internet safety

The school uses SonicWALL Content Filtering Service which utilises a dynamic database of millions of URLs, IP addresses and domains to block objectionable, inappropriate or unproductive Web content. It provides comprehensive filtering based on keywords, time of day, trusted and forbidden domain designations, and is customised to add or remove specific URLs from the blocked list and to block specific keywords.

The school also uses Impero EdProtects safeguarding software which uses intelligent algorithms to identify when keywords, phrases, abbreviations or acronyms are typed anywhere on student accessible computers on the school network and logs the capture in a centralised database as a screenshot or video recording with details of the incident, including the user, the application, the date and time.

This data is reviewed by the Director of ICT who informs the DSL of any emerging concerns. Reviews of such monitoring and the record of filtering incidents are also a standing item in the meetings of the Safeguarding Committee.

b. Scope

The breadth of issues relating to online safety are considerable, but it is recognised that they can be categorised into 4 areas of risk; content, contact, conduct and commerce. These areas are all reflected in staff training and pupil education as outlined in the school's Online Safety Policy.

c. Use of Mobile Phones and Cameras in school, including EYFS

This policy applies to all staff, volunteers, pupils, parents, carers, visitors, agency workers and contractor staff who have access to personal or work-related devices when on the school site.

The school recognises that whilst mobile devices are effective communication and organisational tools, they also have the potential for misuse. They can become an instrument of bullying or harassment directed against pupils and teachers and provide a potential means of child abuse.

Staff may not store images of any pupils on personal devices. Any such images taken on personal devices must be downloaded to school systems as soon as is reasonably possible and the personal copy permanently removed.

Photographs of pupils should be taken with a school device and may be used for: internal displays, curriculum evidence, communications within the school community (parents, pupils, staff, governors and alumni); marketing the school digitally on the website, advertising features in the press. The school requires all parents to sign a permission form at the start of each year to permit photographs to be taken of their children.

Permission for the naming of pupils in photographs is assumed though parents are given the opportunity to withdraw permission at any stage. The school will comply with Data Protection Law. Our images are kept securely and are deleted when no longer required.

Staff may use their own mobile devices on school premises, with the following restrictions:

- Staff should generally not use personal mobile devices whilst moving around the school (only in emergency situations) and must restrict their use to the staff only areas
- If a member of staff has a need to be contacted or contact others whilst they are teaching for urgent, personal reasons, they should make appropriate arrangements with the Headteacher or Deputy Headteacher
- Staff should not give their home or mobile telephone numbers to pupils and must not share personal contact details with a pupil
- Staff should not make use of pupils' mobile phone numbers either to make or receive calls or to send or receive text messages from pupils, other than for approved school business
- As a general rule, staff should not contact pupils or parents from their personal mobile phone, or give their mobile phone number to pupils or parents. If a staff member needs to make telephone contact with a pupil or parent, a school telephone should be used wherever possible. However, if a member of staff is also a parent in the school, they may have exchanged phone numbers with other parents. This is clearly unavoidable at times, but these colleagues are asked to exercise professional conduct at all times, in this instance.

No personal mobile devices should be taken into Early Years Foundation Stage (EYFS), Year 1 and Year 2 classrooms/play areas under any circumstances. Any devices belonging to staff must be locked away during working hours.

Parents, visitors, contractors are requested not to use their mobile devices in any area where children are present. Should calls or text messages need to be taken or made, they must be restricted to special child-free areas such as the School Office, staffroom and suitable outside areas, unless special arrangements have been arranged with the Headteacher or Deputy Headteacher.

Parents are welcome to take photographs of their own child and/or groups at outdoor sporting events, though photographs should not be taken of other children without the permission of their parents, nor should they be placed on any form of social media.

d. Pupil Mobile Phone Policy

Children in Willow Lodge, including EYFS, are not allowed to bring mobile phones into school. Pupils in The Junior School may only bring mobile phones into school by prior arrangement with the Head of The Junior School. This would normally only be permitted for a valid and specific reason involving their travel to and from school and their mobile phones will be locked away during the school day.

On special occasions such as residential visits, Junior School pupils may take photographs of teachers and peers using a simple, disposable camera, but not a mobile phone. Junior School pupils are not allowed to take personal mobile devices on trips or visits.

All Senior School pupils are permitted to bring a mobile phone in to school. For Removes to Fifth Year, these devices should be turned off during the school day. Sixth Form students may use their mobile phones in the Sixth Form Centre during the school day and to support learning in lessons with the permission of their teachers.

Any person who is aware of a breach of this policy should report this directly to the DSL in line with the school's safeguarding procedures.

e. Cyberbullying

This is the use of electronic communications to bully another person, typically by sending messages and/or images of an intimidating or threatening nature. Any incident of cyberbullying should be reported to the Headteacher or DSL immediately.

20. Medications in school, including EYFS

The school nurse will securely store and administer prescription medications for pupils. Parents should complete a school consent form for such medications and medications must always be in the original packaging, clearly labelled and within the expiry date.

The school nurse will administer over-the-counter medication if consent is provided by parents. Parents should give consent on entry to school via the medical questionnaire. Parents will be informed if their child has been given medication in school (unless over 16 years of age).

In Willow Lodge (including EYFS), teachers and teaching assistants can administer over-the-counter medication when consent has been given by parents via the consent form in the admissions information. Parents will be contacted before medication is given.

The school nurse ensures suitable medication/arrangements are in place for pupils with medical conditions/health needs such as diabetes, asthma, epilepsy and allergies.

Teaching staff must not independently advise on the taking of any medicines by pupils.

Further advice and guidance on the taking of medicines can be found in the Health Policy.

21. Physical contact and restraint

Staff should generally avoid physical contact with pupils and should not physically restrain them in any way.

Physical restraint is only permitted if a pupil's behaviour presents a serious risk to themselves, others or school property. All other responses should be considered before a pupil is restrained.

Physical contact can be appropriate for the comfort of young children and where PE staff are assisting with an exercise, in which case it should be done with the pupil's prior agreement.

In all other cases where physical intervention has taken place, the incident must be reported to the DSL who will record the incident and inform the Headteacher and the child's parents.

22. Allegations against a member of staff

Allegations of abuse against teachers and other staff including supply staff and volunteers, will be dealt with according to the statutory guidance set out in *Part 4 of KCSIE*. The procedures below are based on the frameworks provided in *Working Together to Safeguard Children (2018)* and CWCSGP. <https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/>

The School aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

The School has a Whistleblowing Policy, which is known to all persons, and contains detailed guidance on how they raise concerns about the behaviour of a fellow employee, both in school and where appropriate, this will also include an assessment of transferrable risk.

The aim is to support a culture of openness, trust and transparency amongst all staff where inappropriate behaviour is challenged.

Contact details for the LADO and NSPCC Whistleblowing hotline can be found in Appendix 1.

Allegations that may meet the harms threshold

Reporting allegations

If any member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headteacher or DSL. Staff should also feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the school's leadership team.

The DSL will refer all allegations or suspicions of abuse or harm to the local authority designated officer (LADO) within 24 hours and before any investigation. Such information will be passed on using the LADO referral form. In the most serious cases the school will also contact the Police immediately.

The duty LADO will then assess whether the referral meets LADO threshold. If it meets their threshold, the next step of an initial strategy meeting will take place. If it does not meet their threshold, the duty LADO will inform the DSL and forward the referral onto the Safeguarding Children in Education team at CWCCSP who will contact the school within 48 hours of receipt.

Allegation must be made against any person working in or on behalf of the school if he or she has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she will pose a risk of harm if they work regularly or closely with children.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst the School acknowledge such allegations (as all others) may be false, malicious, or misplaced, it is also acknowledged they may be with foundation. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Any abuse alleged to have taken place on the premises within the EYFS setting will be reported to Ofsted as soon as practicable and within 14 days.

Initial Actions

The following are the actions that will be taken in the event of an allegation made against a member of staff, as defined above:

- The person who has received an allegation or witnessed an event will immediately inform the Headmaster and make a record of the allegation and the evidence to support it; if the Head is not available, the Chair of Governors should be informed
- In the event that an allegation is made against the Head, the matter will be reported to the Chair of Governors who will proceed as the Head in the steps that follow
- The Headteacher or DSL will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher or DSL may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher or DSL will consult with the LADO in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to CWCCSP and/or the Police for investigation (with a referral form completed and submitted to the secure LADO mailbox)

- Discussions between the Headteacher or DSL and the LADO will be recorded in writing as well as any communication with the individual accused and with the parents of the child involved
- Consideration will be given throughout this process to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation
- If consideration needs to be given to the individual's employment, advice will be sought from the Director of HR Manager and/or legal advisors.

Further Action/Investigation

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff, the matter will be dealt with in accordance with the school's Disciplinary Procedure.

Any investigation undertaken by the school will be pursued as agreed with the LADO with full written records kept.

During the course of any such investigation the school, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision, due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will continue to receive appropriate care.

Outcome of an Investigation

The outcome of investigation of an allegation will record whether it is:

- Substantiated (sufficient evidence either to prove or disprove it)
- Unsubstantiated (insufficient evidence either to prove or disprove it) or false (sufficient evidence to disprove it)
- Malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on 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 DfE advice.

The outcome of any agreed investigation by the school will be discussed with the LADO.

A declaration on whether the information will be referred to in any future reference will be included on the record.

Referrals to Disclosure and Barring Service (DBS) and the [Teaching Regulation Agency \(TRA\)](#)

If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the Teaching Regulation Agency (TRA) 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). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

The school follows Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered

unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Transferable risk

In addition to school-based allegations, the school will consider incidents outside of school where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations that do not meet the harms threshold

A 'low level' concern is any concern that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

All low-level concerns should be recorded in writing. The records should include details of the concern, the context in which the concern arose, and the action taken.

These concerns will be held by the DSL and reviewed by KLT so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

These records will be retained at least until the individual leaves the employment of the school.

Full details are given in the *Low-level Concerns Policy*.

23. Safer recruitment of Staff

The school is fully committed to safer recruitment procedures which are set out in the Safer Recruitment Policy. The following provides a key summary of that policy.

All aspects of our application and interview processes are set up with the principles of safer recruitment, in order to either deter or identify any applicant who may not be suitable to work with children and young people

All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, undergo all necessary statutory checks appropriate to their engagement before starting work, and are made aware of the school's commitment to child protection. These checks are recorded in the school's Single Central Register of Appointment (SCR).

All governors, volunteers and contractors working regularly during term-time are also vetted with appropriate recruitment checks.

New members of teaching and non-teaching staff (including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches) responsible for children in the EYFS and/or responsible for children under the age of 8 attending before or after school childcare will also be asked to complete a "Disqualification" self-disclosure form prior to their appointment.

The School obtains the relevant and appropriate assurances from third party organisations who employ staff who work with the School's pupils on another site that appropriate child protection checks and procedures apply to such staff.

24. Staff induction and training

Every new member of staff, including part-timers, temporary, visiting and contractor staff, receives appropriate induction training. This covers their safeguarding responsibilities in being alert to the signs of abuse and bullying and the procedures for recording and referring any concerns to the DSL or the Headteacher and, where relevant, key procedures of CWCSPP. Child protection training is also given to new governors and volunteers.

This induction is led by the DSL and includes a review of:

- The Child Protection and Safeguarding Policy including the Staff Code of Conduct
- The Whistleblowing Policy
- Part 1 of KCSIE 2021 including Annex B, or Annex A for staff who are not working directly with children.

The induction promotes awareness of all areas covered by Annex B with a particular focus on grooming (when someone builds a relationship and trust with a child in order to manipulate, exploit or abuse them) and its broader relevance to many safeguarding issues, including radicalisation. Training also includes an awareness of the *Anti-bullying Policy*, the *Behaviour Policy* and *ICT Acceptable Use Policies (Staff and Pupil)* and the *Online Safety Policy*. The reporting and referral processes are also fully explained, with an emphasis on the importance of sharing information.

All staff, including the Headteacher and governors, undertake annual refresher training in line with advice from the school's CWCSPP. This includes online courses and regular briefings from the DSL, as well as the required reading and understanding of KCSIE (2021) Part 1 and Annex B and a review of the Safeguarding and Child Protection Policy including the Staff Code of Conduct. Training in Online Safety and Cybersecurity is also provided annually. Completion of training is logged centrally.

It should be recognised by staff that Early Help is vital, and all staff are encouraged to report any concerns via the pastoral system or directly to the safeguarding team either in person or via CPOMS, so that the pupils' needs can be quickly identified and a suitable response can be made. Training also promotes staff awareness of all areas of exploitation and abuse including all the specific issues referred to in Section 14. Staff are made aware of the signs, symptoms and indicators of such practices and are required to act without delay if such a practice is suspected. Staff are also trained in other specific safeguarding issues which are relevant to the school setting, including all aspects of online safety.

25. Record keeping and information sharing

Any safeguarding concerns about a child are recorded in writing within 24 hours. All records must provide a factual, evidence-based account and should be passed on to the relevant DSL via CPOMS without delay.

Records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Child Protection information is stored and handled in line with the principles of the Data Protection Act 2018 and GDPR. Appropriate security measures are in place to protect the personal data held (for both hard copy and electronic records). Child Protection files are kept until the individual/s concerned are 25 i.e. 7 years after they reach school leaving age. When records are being kept for longer than the recommended period, files are clearly marked with the reasons for the extension period.

The DSLs will ensure that when a pupil transfers to another school:

- Their Child Protection File is discussed as soon as possible with the DSL at the new school
- Their Child Protection file is transferred separately from the main pupil file within 15 days of transfer
- Where the new school is not known, the Education Welfare service appropriate to that pupil's main address is alerted so that the child can be added to the CME database.

Safeguarding records are generally exempt from the disclosure provisions of the Data Protection Act 2018, which means that children and parents do not have an automatic right to see them. This information belongs to the child, who has a right to deny their parent's/carer's access to the file if they wish to do so. Any requests should be referred to the Headteacher. The Data Protection Act 2018 does not prevent staff from sharing information with relevant external agencies, where that information may help to protect a child (see *Information Sharing 2018*).

Appendix 1: Contact Details

Internal contact details

DSL (Senior School)

Michael Harle (Deputy Head Pastoral)

mjh@kingschester.co.uk

School tel: 01244689572

Mobile tel: 07795528817

DSL (Junior School and Willow Lodge), with responsibility for EYFS

Margaret Ainsworth (Headteacher)

maa@kingschester.co.uk

School tel: 01244689471 (WL) / 512 (JS)

Mobile tel: 07737 466792 tel:7737466792

Deputy DSLs

Claire Sumner (Assistant Head Pastoral) 01244689515

Alan Griffiths (Deputy Head JS) 01244689519

Laura Jones (School Nurse) 01244689568

External Agency Contact Details

Cheshire West and Chester Safeguarding Children Partnership (CWSCCP)

www.cheshirewestlscb.org.uk

Integrated Access and Referral Team (I-ART)

Tel: 0151 356 6494

i-ART@cheshirewestandchester.gov.uk

Out of Hours Emergency Duty Team

01244 977 277

The Local Authority Designated Officer (LADO)

Paul Jenkins

Tel: 0151 337 4570

The Children's Safeguarding Unit

4 Civic Way [Floor 4]

Ellesmere Port

Cheshire

Police Contacts

Police Emergency: 999

Police Non-emergency: 101

Cheshire Police Prevent Coordinator

Emma Hart

Emma.hart@cheshire.pnn.police.uk

Tel: 01606 362147

National Anti-Terrorist Hotline:

Tel: 0800 789 321

NSPCC

'What you can do to report abuse' helpline: 0800 028 0285

help@nspcc.org.uk

NSPCC Whistleblowing advice line: 0800 028 0285

Safer Recruitment Agencies

Disclosure and Barring Service:

01325 953795

Teaching Regulations Agency (teacher misconduct):

0207 593 5393

Department of Education advice helpline for staff and governors:

0207 340 7264

Appendix 2: Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as *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.*

Extremism is defined by the Crown Prosecution Service as: the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis - the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis - the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need - the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism and aims to:

- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned
- To understand more about the Channel Programme further information can be found at www.gov.uk/government/publications/channel-guidance
- Non-emergency advice is available at counter_extremism@educatiom.gsi.gov.uk

Cheshire Police also have dedicated Counter-Terrorism Security Advisors (CTAs) based at Cheshire Police Headquarters in Winsford.

Appendix 3: Amendments resulting from the COVID-19 pandemic

Annex March 2020 (whole school closure)

Introduction

This policy should be read in conjunction with the Remote Learning Policy (March 2020)

The way in which the school operates in response to a closure (currently due to COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- We remind all staff, pupils and parents that the usual arrangements for safeguarding are not affected by School closure and that the School's policies on safeguarding apply despite pupils learning remotely.
- Any safeguarding incidents or potential concerns should be reported to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead at the earliest opportunity.

This appendix has been shared with all staff and volunteers who enter the site or work remotely with children. It is also available on the school website.

Designated safeguarding leads (DSLs)

The school will maintain a DSL presence on site during 'term time' whilst children of key workers are in attendance. During holiday periods a DSL will be available on call to respond to any issues which may arise.

Contact details for DSL

Michael Harle	07795 528817	mjh@kingschester.co.uk
Margaret Ainsworth	07737 466792	maa@kingschester.co.uk

In the unlikely event that the DSL is not available, the Safeguarding Children in Education team for Cheshire West and Chester Children Safeguarding Partnership (CWCCP) can be contacted.

Child protection

The majority of children will not be physically attending the school at this time. It is therefore important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care.

Specifically, if any adult working at the school has a safeguarding concern about a child who is either working remotely, or on site as the child of a key worker, they should alert the DSL immediately and then report their concern in detail by email.

Concerns regarding peer on peer abuse should also be reported immediately to the DSL.

If there are concerns regarding the immediate safety of the child the matter should be reported to the Police by calling 999.

The school's Whistleblowing Policy and procedures continue to operate and staff and volunteers should report any concerns about a staff member or volunteer who may pose a safeguarding risk to children directly to the Headmaster. If the Headmaster is not available then the DSL should be contacted.

The needs of Looked After Children are particularly important for school and the school will continue to work with and support children's social workers and the local authority virtual school head (VSH).

Staff will also be mindful of any additional needs and vulnerabilities of pupils on the SEND register.

Additional support for children who do not meet the 'vulnerable' definition is monitored through the pastoral system. The Heads of House and form tutors (WL/JS) are primarily responsible, but this support is overseen by the Deputy Head Pastorals and the Assistant Head Pastoral.

Attendance

The school maintains a keep a record of children of key workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows the school to provide accurate, up-to-date data to the DfE on the number of children taking up places.

Pastoral monitoring

During school closure and remote learning, although there is no formal registration of pupils who work remotely, there is daily contact by the tutor and weekly contact by the Head of House to monitor engagement and welfare. This maintains dialogue for reporting concerns and supporting those pupils who require additional attention.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. All staff are aware of this in setting expectations of pupils' work where they are at home.

When providing for children of key workers and vulnerable children on site, the school ensures appropriate support is in place for them. Support for pupils and students in the current circumstances includes tutor support and access to specialist staff and support services.

Children moving schools

During the period of closure any relevant welfare and child protection information will be provided to support the transition of any pupil to a new institution. The information will also be sought for any child who joins The King's School as a remote learner or is classed as vulnerable or the child of a key worker.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If the school recruits new staff, it will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in part 3 of KCSIE (2021).

Staff training and safeguarding induction

All staff have had safeguarding training and have read the school's Safeguarding Policy and Staff Code of Conduct as well as part 1 of KCSIE (2021). These staff will be made awareness of any new arrangements, so they know what to do if they are worried about a child.

When new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction from the DSL.

Practices for Staff

- Teachers and support staff should only use approved methods to communicate with pupils.
- All communications should be completed during the working hours of 9.00am -3.50pm.
- As per the Staff Acceptable Use Policy, staff should not use their private email addresses or social media that is not directly regulated by the School to communicate with pupils.
- When communicating individually with pupils, staff should email via their school email address only and should copy in other pastoral staff (tutor, Head of House) when necessary.
- When signing up to online resources staff should use their school email addresses for the purposes of schoolwork.
- Colleagues should avoid live 1:1 audio contact with individual pupils both to safeguard pupils and to safeguard themselves. If 1:1 contact cannot be avoided the contact must be recorded through Teams/Zoom (Willow Lodge).
- In any recorded video, staff should ensure that no personal identifying information can be seen in the background. Dress should be appropriate, and the background should be appropriate and not contain any personal information.
- In all video footage recorded by teachers, people who are not connected to the school should not appear.
- Staff should take reasonable steps to limit the sharing of large data files via the school's server.

Practices for live-streaming of audio content

- Staff should record live sessions and store them in the relevant class area of Teams/Class Dojo (Willow Lodge) both for safeguarding reasons and to share with pupils who cannot access the session at the time. It is imperative to make sure that all participants are aware of this.
- At the start and throughout sessions, teachers should be clear about the expectations of student behaviour. A 'classroom standard' of behaviour is expected from all participants and they should usually mute their microphones unless they want to ask a question. Be clear that neither the recording by pupils nor the onward sharing of events is acceptable.
- Staff should make a note of the conference timing and who participated, including those that arrived/departed early or late.

Support for parents and carers to keep their children safe online

Parents are supported in their work with their children. Their child's tutor and Head of House are available to provide advice and periodic updates are sent out by key staff.

In addition to this, resources are available at

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

Additions to the Pupil Acceptable Use Policy for remote learning during school closure

- I understand that any communication that I make will adhere to the usual expectations of behaviour and in line with the Acceptable Use Policy.
- I understand that any infringements will be dealt with by staff in line with normal sanction procedures which will involve contact with my parents.
- I am aware that all live-streaming sessions that occur in Microsoft Teams will be recorded and stored on in the appropriate Class Team for safeguarding reasons or to be viewed at a later date by those who cannot attend a session.
- I understand that the recording by me, or the onward sharing, of material is not acceptable.
- I understand that it is best practice for me to join live-streaming sessions with my microphones muted. I should wait for further instructions from the teacher on how the session will run.
- I understand that I should minimise the transfer of large items of data via the School's email server.
- I understand that I should do what I can to limit contact with staff outside the normal working hours of 9.00am-3.50pm.

Annex May 2020 (partial re-opening from Monday 1 June for Reception, Infant 1 and Junior 4)

Introduction

This policy should be read in conjunction with the Remote Learning Policy (March 2020) and Annex March 2020.

The way in which the school operates in response to a closure (currently due to COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- We remind all staff, pupils and parents that the usual arrangements for safeguarding are not affected by School closure and that the School's policies on safeguarding apply despite pupils learning remotely.
- Any safeguarding incidents or potential concerns should be reported to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead at the earliest opportunity.

This annex has been shared with all staff and volunteers who enter the site or work remotely with children. It is also available on the school website.

Designated safeguarding leads (DSLs)

The school will maintain a DSL presence on site during 'term time' whilst children of key workers and stipulated year groups are in attendance. During 'holiday' periods a DSL will be available and on call to respond to any issues which may arise regarding the children of key workers.

Contact details for DSL

Michael Harle	07795 528817	mjh@kingschester.co.uk
Margaret Ainsworth	07737 466792	maa@kingschester.co.uk

In the unlikely event that the DSL is not available, the Safeguarding Children in Education team for Cheshire West and Chester Children Safeguarding Partnership (CWCCP) can be contacted.

Pupils in school

As pupils return to school it is important that staff understand there may be new safeguarding concerns about individual children when they see them in person following school closure,

If staff have any concerns about a child, including new concerns for returning children, they should follow the standard referral procedures. The DSLs will be available for consultation and support during any period of school opening.

It is important to remember that of all staff should act immediately on any safeguarding concerns, including new concerns where children are returning.

It is also important to ensure that relevant safeguarding and welfare information held on all children (including returning children) remains accurate.

The school will do all it reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they can be aware of these before a child returns.

The school continues to work with and support children's social workers, the local authority virtual school head for Looked- After and Previously Looked-After children where appropriate, with a specific pastoral overview led by the DSL.

Any concerns regarding peer on peer abuse must still be reported so that parents can be contacted and the victims can be supported.

Should staff have concerns about a staff member or volunteer who may pose a safeguarding risk to children the concern should be reported immediately to the Headmaster or DSL in accordance with the Whistleblowing Policy.

Pupils working remotely

The arrangements in place to keep children safe who are not physically attending school are outlined in Annex March 2020.

Pupils in all sections of the school who have not yet returned will continue to be monitored by their tutors and through periodic one to one interviews, as far as they are possible to determine wellbeing.

ICT and School Computer use (Annex June 2020 Live video streaming in Teams)

This guidance should be read in conjunction with the Remote Learning Policy (amended June 2020), the Safeguarding Policy (including all annexes) and the Staff Code of Conduct

Staff are reminded that video should not be an essential part of the lesson delivery for pupils as some may choose not to enable their video and others may only view erratic or pixelated images. Video is being enabled as an optional enhancement to the current remote teaching provision.

Staff should note the following with regard to the use of video:

1. Consent is assumed from parents or carers for children to be involved in online lessons since it is at the pupil's discretion to choose to enable their video feed.
2. Please be aware that pupils will see staff if they choose to use video.
3. Teachers must only use their school Teams/Class Dojo account and not personal accounts
4. There must be no other recordings or screen shots taken of lessons other than Microsoft stream.
5. If recording videos or livestreaming lessons, make sure to film in an area where nothing personal or inappropriate can be seen or heard in the background. A standard or blurred background can be used in Teams if using more recent devices.
6. Please be aware that other people in your home should not be seen during lesson delivery.

7. Staff must be dressed appropriately. School business dress is not required, but you should ensure that your dress does not cause embarrassment or offence.
8. Livestreamed lessons must be recorded.
9. Staff are expected to give explicit instructions to their pupils regarding conduct and the use of video streaming.
10. As far as is possible, staff will maintain vigilance regarding the content being streamed by the pupils.
11. If a pupil misbehaves during a video streaming, as with any lesson remote or in school, you should give a verbal instruction indicating what is unacceptable and what you require the pupil to do. If the pupil fails to respond, you should inform the pupil that the matter will be escalated to their Head of House. Depending on the nature of the issue, at this point the pupil can be asked to turn off their video.
12. Should anything arise which causes embarrassment or offence it should be reported to the Deputy Head Pastoral or the Deputy Head Academic in the Senior School or the Deputy Head in the Junior School and circulation of the recording should be suspended. Depending on the nature of the incident, the recording can be edited or withdrawn.
13. The school has set out clearly what is expected regarding the conduct of pupils and parents (see Information for pupils, parents and carers). Staff are expected to give explicit instructions to their pupils regarding conduct and the use of video streaming.
14. The school has ensured that staff are able to contact the DSL if they have any concerns about a child. Staff are encouraged to talk to children about the benefits and risks of the online world, when the opportunity arises, and give them the opportunity to ask questions.

Any concerns MUST be passed on immediately to the DSL or DDSLs.

September 2020 (full school return)

Standard safeguarding policy resumes.

Staff and pupils' attention specifically drawn to special arrangements, including staff being particularly mindful of possible safeguarding issues resulting from the lockdown period.

See COVID-19 Risk Assessment from September 2020 onwards.