



Safeguarding Policy

1. This policy was updated in May 2017 and complies with Keeping Children Safe in Education September 2016 (KCSIE) and Working Together to Safeguard Children (March 2015).
2. We take our definition of safeguarding from KCSIE, (September 2016): ‘protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes’. ‘Safeguarding’ is an umbrella term which covers child protection (the specific protection of children from harm) and promotion of their welfare.
3. The *Safeguarding Policy* is relevant to all staff and any adults working in the School or with students away from the School, for example at an activity centre or on an educational visit. This includes (and any reference to "staff" in this document should be taken to include): volunteers, governors, all teaching and non-teaching staff including part-time and temporary staff, contractors and other individuals employed by a third party organisation.
4. There is an important distinction between safeguarding children who have suffered or are likely to suffer significant harm - where cases should be reported to Children’s Social Care immediately, and action required to promote the welfare of children in need of early help - where an early help assessment should be made (see paragraphs 53 to 58 below), and safeguarding children who may require statutory intervention under the Children Act 1989 ("the Act") - where a referral to Children’s Social Care should be made. Statutory intervention may be appropriate in a number of cases, including when a child is suspected of being:
 - a. in need for the purposes of the Act (defined as "*a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled*") (section 17);
 - b. suffering, or likely to suffer, significant harm (section 47);



- c. subject to an emergency protection order (section 44) or in police custody (section 46); and/or
 - d. in immediate danger or at risk of harm, in which case a referral to Children's Social Care and/or the police should be made immediately.
5. The Governors, Head Master and all staff of Kingston Grammar School fully recognise their responsibilities to safeguard children and promote their welfare. Safeguarding is everyone's responsibility and all staff, including volunteers, have a full and active part to play in protecting students from harm and promoting their welfare. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation. We believe that our School should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.
6. Kingston Grammar School also recognises the need to consider how children may be taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. The IT and PSHE curriculums, Pastoral Collapse Days and Tutor and Assembly sessions will be used to teach students to understand and manage risks - including those associated with e-safety, substance misuse, sexual exploitation, terrorism, domestic violence, female genital mutilation, gang activity, water, fire, road and railway, and to resist pressure, make safer choices and seek help if necessary. Students are kept aware of the School's *Anti-Bullying Policy* which encourages them to discuss issues that are concerning them. They are also made aware of the possible need to adjust their behaviour, where necessary, to reduce potential risks. This includes educating students, through regular internal and externally provided ICT safety talks, about the safe use of electronic equipment and access to the Internet. Please see the School's Acceptable Use policy for further information about the School's commitment to online safety, including (a) the risks posed to students by the internet and technology; (b) the ways in which students and staff are educated and trained about online safety; (c) indicators and signs that a child may be at risk of online abuse or harm; (d) the procedures in place for handling incidents relating to online safety; and (e) the measures which the School is taking to limit children's exposure to these risks from the school's IT systems, including by putting in place appropriate filters and monitoring systems.
7. The aims of this *Safeguarding Policy* are:
- To support each child's development in ways that will foster security, confidence and independence;
 - To establish and maintain an environment in which students feel secure, are encouraged to talk, and are listened to when they have a worry or concern, and to ensure that students know that there are adults in the School whom they can approach if they are worried;



- To build students' resilience to radicalisation
 - by promoting British values such as tolerance and respect;
 - through PHSE lessons; and
 - through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debate of contentious issues;
 - To raise the awareness of both teaching and support staff, including volunteers, of the need to safeguard children, and of their responsibilities in identifying and reporting children who may be in need of early help or additional support, or who are suffering, or are likely to suffer, significant harm. All staff are required to adopt the attitude that safeguarding incidents "could happen here", and staff should be alert to the need for possible concerns to be raised at Kingston Grammar School. Where concerns are raised about the welfare of a child, staff members should discuss their concerns with the Designated Safeguarding Lead (DSL) (or, in her absence, with her Deputies) to agree a course of action. Although the designated safeguarding lead (DSL) will ordinarily make any external referrals, any staff member can make referrals to Children's Social Care. Where a staff member makes a referral directly s/he should inform the DSL as soon as possible thereafter. **In the case of children in immediate danger or at risk of harm, a referral should be made to Children's Social Care and/or the Police immediately.** Staff always act in the best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect.
 - To provide a systematic means of monitoring children known or thought to be in need of early help or additional support, or who are suffering, or at risk of suffering, significant harm; and to emphasise the need for good levels of communication between all members of staff, as between themselves and with senior management. Inaction should be challenged and concerns should always lead to appropriate help for the child;
 - To develop a structured procedure within the School which will be followed by all members of the school community in cases of children who are identified as being in need of early help, or those who are suffering or likely to suffer abuse or neglect, and to foster an environment and culture where those procedures will be readily and promptly invoked;
 - To develop and promote effective working relationships with other agencies, especially the Royal Borough of Kingston Safeguarding Children Board (RBKSCB), the Police and Children's Social Care;



- To ensure that all staff and volunteers (and agency/contractor staff) within our School who are engaged in regulated activity have been subjected to the suitability checks required by Part 3 of KCSIE, and Part 4 of the Education (Independent School Standards) Regulations 2014 in respect of their suitability to work with children.
8. Kingston Grammar School aims to provide an environment in which there are effective procedures for safeguarding the welfare of all students in our care. It is therefore vital that all members of staff, both teaching and support, are able to recognise signs of abuse or neglect, and are familiar with the correct procedures for communicating their concerns.
 9. Kingston Grammar School is aware of its obligation to make arrangements to safeguard and promote the welfare of students at the School as set out in Sections 157 and 175(2) of the Education Act 2002. The School has regards to: KCSIE, which refers to the Childcare (Disqualification) Regulations 2009, and incorporates Disqualification under the Childcare Act 2006 statutory guidance (February 2015), and refers to the non-statutory guidance: What to do if you're worried a child is being abused - Advice for practitioners (March 2015); Working Together to Safeguard Children (WTSC - March 2015), which refers to the non-statutory guidance Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015); and The Revised Prevent Duty Guidance: for England and Wales (July 2015), which is supplemented by non-statutory advice and a briefing note: The Prevent Duty: Departmental advice for schools and childminders (June 2015), and The use of social media for on-line radicalisation (July 2015).
 10. In accordance with the Revised Prevent Duty Guidance: for England and Wales (July 2015), Kingston Grammar School recognises its duty to have due regard to the need to prevent students from being drawn into terrorism and adopts appropriate protocols to minimise the risk. Mrs Sarah Humphrey is the designated Prevent Duty individual responsible for coordinating action within the School and liaising with other agencies. Although the School assesses the risk to be mild, it will implement prevention measures such as applying appropriate restrictions to internet sites likely to promote terrorist and extremist materials, discussing these dangers with students when appropriate in suitable forums, and undertaking Prevent awareness staff training periodically to ensure that staff are able to identify students at risk and know how to intervene. The School will work in partnership with the RBKSCB over such matters; the level of any risk will determine the most appropriate referral. If a staff member considers that a student may be at risk of radicalisation, s/he should discuss this with the DSL immediately, in accordance with the procedures set out at paragraph 49 below. The DSL will refer all such cases to children's social care and/or the police in accordance with local inter-agency procedures and paragraphs 50 and 51 below.



11. The *Safeguarding Policy*, together with the School's *Code of Conduct for Staff* and *Whistleblowing Policy*, will be introduced to all new staff (defined at paragraph 3 above) by the DSL or other appropriately trained delegated staff during their staff induction, upon which they will receive training. The role of the DSL will also be explained to them. In addition, they will be issued with and required to read Part 1 of KCSIE ([click here for the document](#)). To ensure that staff understand Part 1 of KCSIE, and their safeguarding duties more widely, the School has put in place the following mechanism(s): Annual training and an on-line test. Thereafter all staff receive appropriate safeguarding training at least every three years. All staff are trained on inter-agency procedures, early help and statutory assessment procedures, and told that they may be required to contribute to the case conference process. In addition, all staff receive regular safeguarding and child protection updates as and when required, and at least annually. Senior students given positions of responsibility over other students also receive training on appropriate action to be taken should they receive any allegations of abuse from other students.
12. The DSL and the Head Master and Deputy Head (Academic) receive safeguarding and inter-agency working training every two years. This includes training on the conduct by local authorities of child protection case conferences, strategy meetings and child protection review conferences. In addition, their knowledge and skills are refreshed at regular intervals, and at least annually, to allow them to keep up with any developments relevant to their role. This is done in a number of ways, including via e-bulletins, attending safeguarding conferences and meeting other DSLs. The DSL is currently Sarah Humphrey the Deputy Head (Pastoral), who is a member of the senior management team. The Head Master ensures that the DSL has sufficient standing and authority within the School's management structure, and that she is given the time, funding, training, resources and support to carry out her role. Any deficiencies or weaknesses in the School's safeguarding procedures that may come to light are remedied without delay.
13. Members of staff should also be aware of the School's *Whistleblowing Policy*, and the way it impacts on safeguarding issues (see Whistleblowing section below).
14. Kingston Grammar School:
 - a. is committed to safeguarding and promoting the welfare, protection and safekeeping of all its students and expects all staff and volunteers to share this commitment;
 - b. is aware that all children have the right to be protected from harm and from all forms of neglect or abuse, whether from an adult or another student, and will be alert to signs of abuse or neglect inside or outside the School;
 - c. wants parents to be reassured that it is the aim of the School always to act in the best interests of their children. Children's and parents' concerns will be taken seriously. Parents are encouraged to talk to the School and they will be listened to.



The School's *Safeguarding Policy* is made available to parents on request and is published on the School's website;

- d. will ensure that all staff (defined at paragraph 3 above) are alert to and aware of the signs of abuse and neglect, and of their responsibilities in identifying children who may be in need of early help, additional support or protection and dealing appropriately with every suspicion, and reporting concerns or complaints in relation to such cases;
- e. provides a structured internal procedure to be followed by all members of the School community in cases where they have any concerns about a child;
- f. will support students' development in ways which will foster their security, confidence, wellbeing and independence;
- g. has appointed a DSL, and a Governor responsible for Safeguarding (see paragraph 15 below);
- h. is committed to operating safe recruitment and selection practices (in accordance with its written *Recruitment, Selection and Disclosure Policy and Procedure* and the DBS Procedures), and ensures appropriate checks are made on staff, governors, volunteers, agency/contractor staff, and other relevant individuals, in accordance with KCSIE, and the Education (Independent School Standards) Regulations 2014;
- i. will ensure that all staff recognise that the duty to safeguard and promote the welfare of children within the School is a shared responsibility that applies to all staff (as defined at paragraph 3 above);
- j. will report to the DBS as soon as possible after leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used because that person was 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. This is a legal duty and failure to refer in such cases is a criminal offence. For teaching staff consideration will also be given to making a referral to the National College of Teaching and Leadership (NCTL). Reasons for making such a referral would include: unacceptable professional conduct; conduct that may bring the profession into disrepute; or a conviction, at any time, for a relevant offence;
- k. will take all reasonable measures to obtain assurance that appropriate safeguarding checks and procedures apply to any staff employed by, or volunteers of, another organisation and working with the School's students on another site (for example, in a separate institution). In instances where such staff or volunteers do not have a DBS (or equivalent, if abroad) check, the School's students will be accompanied by its own staff;



- l. will take all reasonable measures to design and operate procedures which promote this policy, and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by misunderstandings or malicious allegations. Where teachers perform a pastoral, disciplinary or tutorial task, or give music lessons, this may involve them being in one-to-one situations with students. Staff working in such situations may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly (see *Code of Conduct for Staff*);
- m. will ensure that its safeguarding arrangements follow the procedures and practice of the RBKSCB as part of the inter-agency safeguarding procedures set up by it (these procedures are published and frequently updated on a dedicated website at <http://kingstonandrichmondscb.org.uk/>) and will ensure that information is shared with local agencies in accordance with best practice and the Data Protection Act 1998, bearing in mind that 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; and that inter agency working and information sharing are vital in identifying and tackling all forms of abuse, and are especially important to identify and prevent child sexual exploitation.
- n. will ensure that it contributes to inter-agency working in line with Working Together to Safeguard Children (March 2015). This includes in the context of information sharing, providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children who are subject to child protection plans;
- o. will be alert to the medical needs of children with medical conditions;
- p. will take all reasonable measures to operate robust and sensible health and safety procedures and take all practicable steps to ensure that School premises are as secure as circumstances permit;
- q. will operate clear and supportive policies on drugs, alcohol and substance misuse;
- r. consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area; and
- s. have regard to regulations and guidance on safeguarding and safer recruitment issued by the Secretary of State from time to time.

Under section 31(10) of the Children Act 1989 where the question of whether the harm suffered is “significant” turns on the child’s health or development, his health or development shall be compared to that which could reasonably be expected of a similar child.



The Role and Responsibilities of the Governing Body

15. A member of the governing body has leadership responsibility for the School's safeguarding arrangement and is responsible for overseeing Safeguarding matters and procedures within the School. This is currently Mr Dermott Rice.
16. The governing body has a number of specific duties, which are set out in Part 2 of KCSIE and which include oversight of the School's safeguarding policies, the role of the DSL, inter-agency working, staff training, online safety, teaching pupils about safeguarding, inspection, safer recruitment, allegations of abuse made against staff and other children, and children with special educational needs (SEN) and disabilities. The governing body discharges these duties by receiving and reviewing an annual safeguarding report from the DSL, reviewing the School's safeguarding policies annually and meeting with the internal Safeguarding Group.
17. The Head Master is responsible for ensuring that the School's safeguarding policies and procedures (including this policy, the staff Code of Conduct, the Whistleblowing policy and e-safety policy and particularly concerning referrals of cases of suspected abuse and neglect), are followed by all staff.

The Role of the DSL

18. The DSL is the point of contact for all members of the School community, regarding matters concerning safeguarding - providing advice and support to them on the welfare and protection of the School's students. The DSL has lead responsibility for safeguarding and oversees handling safeguarding action within the school and staff training, and liaises with outside agencies. In the DSL's absence the Head Master will cover as DSL, and in the absence of both the DSL and Head Master, the Deputy Head (Academic) shall cover as DSL.
19. The DSL, Head Master and Deputy Head (Academic) undertake training in safeguarding and Inter-agency working at least every two years, accredited by RBKSCB. In addition, the DSL will refresh their knowledge regularly, and at least annually, as set out above. The DSL is familiar with Working Together to Safeguarding Children (March 2015), and will liaise with the local authority and work with other agencies in accordance with it.
20. The DSL should have training in Prevent awareness (WRAP) and oversee and coordinate the implementation of the Prevent Duty, as explained above. Where there are concerns that an individual may be at risk of radicalisation, the DSL should inform the Head and seek guidance from Children's Social Care as to the actions which should be taken to safeguard the individual, including whether a referral to the local Channel panel should be made.



21. The DSL is responsible for:

- a) Being the first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters of safeguarding.
- b) Advising and acting on all suspicion, concern and/or evidence of the need for children to receive additional support, or of children who have suffered or are likely to suffer abuse and/or neglect, which is reported to the DSL.
- c) Coordinating safeguarding within the School.
- d) Ensuring that all staff are aware of their statutory duty to report cases of female genital mutilation to the police.
- e) Liaising and working in partnership with RBKSCB and other agencies, including seeking advice from RBKSCB on the level of risk presented by radicalisation in the local area.
- f) Liaising with the Head Master, unless the Head Master is the subject of an allegation of abuse. In this situation (or where an allegation of abuse is made against a member of the Governing Body), the DSL should inform the Chair of the Board of Governors, who will liaise with the Designated Officer from the local authority and partner agencies. In the Chair of the Board of Governor's absence, the DSL should consult with the Vice-Chairman of the Board of Governors.
- g) Ensuring that locally agreed inter-agency procedures put in place by the RBKSCB are followed.
- h) Acting as source of support for staff, with whom they should discuss concerns.
- i) Making referrals to Children's Social Care (including those relating to children missing from school/education) or the police (in cases where a crime may have been committed) as necessary, after liaising with the Head Master or Mr Rice, as appropriate.
- j) Ensuring there are suitable measures in place for children who go missing from school.
- k) Be aware of the statutory guidance regarding the care of looked after children. A looked after child is a child who is looked after by a local authority, subject to a care order or who is voluntarily accommodated by a local authority. The most common reason for children becoming looked after is as a result of abuse and/or neglect. All staff should understand how to keep looked after children safe. Where a staff member comes into contact with a looked after child, they will be provided with the information they need in relation to the child's legal status and contact arrangements with birth parents or those with parental responsibility. They will also be provided with the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL takes the lead on all



looked after children and will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

- l) Maintaining a confidential recording system.
- m) Representing the School in strategy discussions and at inter-agency meetings - and/or supporting other staff to do so, and contributing to the assessment of children.
- n) Ensuring that the School's *Safeguarding Policy* is reviewed annually, and that staff are involved in this review and in shaping the School's procedures and implementation which are updated and reviewed regularly; and ensuring that all inter-related policies and procedures are in line with safeguarding requirements; and providing an annual report to the Governors on the operation of those policies and procedures.
- o) Organising training for all staff at least every 3 years, and for the DSL, Head Master and Deputy Head (Academic) every 2 years.

Forms and signs of child abuse and neglect

- 22. One of the most effective ways of helping children is by being aware of the signs of possible abuse and neglect. The diagnosis of abuse and neglect requires a professional judgement and all staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. The below list is not intended to provide a comprehensive means by which child abuse or neglect can be recognised; however, such signs may indicate a problem.
- 23. Abuse
- 24. Abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 25. Physical Abuse
- 26. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 27. Physical abuse may result in the symptoms described below. Aside from direct physical contact, physical abuse can also be caused when a parent or carer feigns the symptoms of, or deliberately causes, illness in a child they are responsible for.



- Signs of physical abuse include:
- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely - for example, thighs, back and/or abdomen
- Bruising which appears like hand or finger marks
- Scalds and burns

28. Behavioural Signs

If a child is being physical abused, they may present with the following behaviour (either on its own or in combination):

- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and self-esteem
- Use drugs or alcohol

29. Sexual Abuse

30. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



31. Signs of sexual abuse presented by children may include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

32. Child Sexual Exploitation (CSE)

33. CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and



- Children who regularly miss school or education or do not take part in education.
34. Honour-Based Violence (HBV) (including Female Genital Mutilation (FGM) and Forced Marriages)
 35. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of HBV, or already having suffered from it. There is a range of potential indicators that a girl may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi-agency statutory guidance](#) on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#). These indicators individually may not indicate risk but if there are two or more indicators present this could signal a risk to the girl.
 36. Forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. It is a crime in England and Wales.
 37. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Victims of FGM or forced marriage are likely to come from a community that is known to practise FGM/forced marriage. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them. Sensitivity must always be shown when approaching FGM or forced marriage. Where a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, s/he should report the matter personally to the police. This is a mandatory duty and teachers failing to report such cases will face disciplinary action. Unless the teacher has a good reason not to, s/he should also discuss their concern with the DSL who should contact Children's Social Care.
 38. In all other cases (ie when FGM is only suspected by a teacher, or where the staff member is not a teacher or the girl is aged 18 or over) staff report their concern to the DSL in accordance with the procedures set out below.
 39. Emotional Abuse
 40. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity as well as overprotection and limitation of exploration



and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

41. Neglect

42. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent/carer failing to: provide adequate food, clothing or shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; and/or ensuring access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

43. Signs of possible neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- They are regularly left alone, or in charge of younger brothers or sisters.

Children missing in education

44. The School needs to be aware of those students who are persistently absent or missing from school as this may be an indicator of welfare concerns, including abuse or neglect. All staff must also be aware of their role to prevent children from going missing from education. For details of the School's procedures and responses please see our separate policy entitled 'Lost or Missing Children' and 'Attendance Policy'. The latter contains the school's procedures for unauthorised absence, including on repeat occasions, as well as referral to the local authority.

Other specific safeguarding issues

45. All staff should have an awareness of specific safeguarding issues such as domestic violence, drugs, faith abuse and gangs and youth violence. These and others are set out in Annex A of KCSIE which all School leaders and those staff working directly with children should read.

Children with Special Educational Needs and/or Disabilities



46. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These include:

assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and

communication barriers and difficulties in overcoming these challenges.

Reporting of unusual behaviour

47. Behaviour that is "out of character" for a given student is in itself not an indicator of abuse. However, it is important for staff to inform a student's Tutor and Head of Year of their concerns in this regard. Unusual behaviour may seem trivial in isolation, but it may be part of a developing pattern that indicates a serious cause for concern. Tutors and Heads of Year are in the best position to observe the full picture of a student's behaviour.

Whistleblowing

48. All staff are required to report to the DSL, any concern or allegation that the School is not adhering to best practice in the care and/or protection of a student or students, or that a practice or the behaviour of any member of the School community may put a student or students at risk of harm. If the concern relates to the DSL staff should report their concern to the Head teacher. Staff should follow the procedures under the School's *Whistleblowing Policy*. If staff feel unable to raise their concern with the School or if they feel that their concern is not being addressed, they can raise their concern externally in accordance with this policy. There will be no retribution or disciplinary action taken against a member of staff for raising a genuine and legitimate concern in this regard provided that it is done in good faith and that they comply with the School's whistleblowing procedures.

Procedures to follow in the event of a concern about a child

49. Safeguarding is everyone's responsibility and all staff, regardless of their role, should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect (see above for a list of some common signs). If a staff member has any concerns about a child, including that the child may in need or early help or statutory intervention, or where a child is at risk or has suffered from abuse



or neglect or a specific safeguarding issue he/she must inform the DSL, or in her absence the Head Master or Deputy Head (Academic)).

Action by the DSL

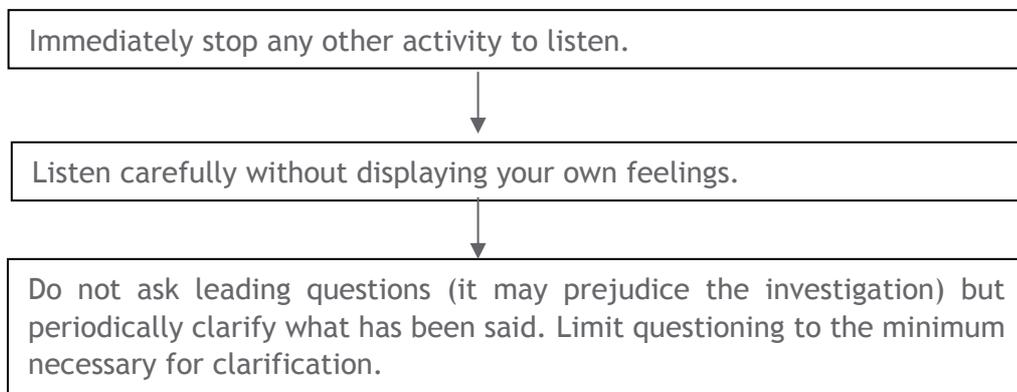
50. The DSL will discuss these concerns with the member of staff and will decide on an appropriate course of action, which may include a referral to children's social care, referral to specialist services or early help services, and/or the police. It may also include informing and engaging with the parents, although careful thought should be given as to the timing and manner of any contact with the parents in situations where they may pose a risk of harm to the child.

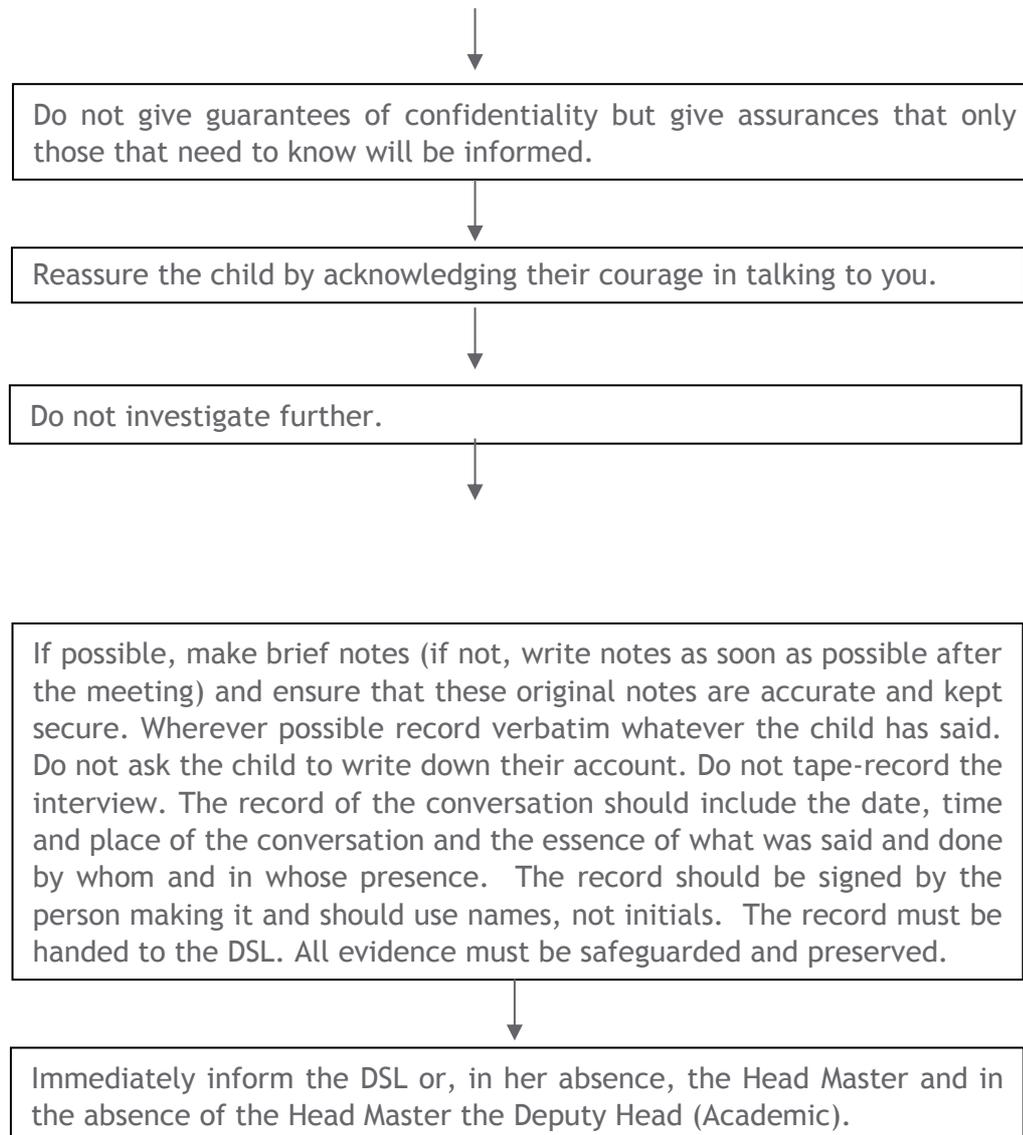
Referral

51. If at any time it is considered that the child may be a child in need, has suffered or is at risk of significant harm, or is in immediate danger, a referral should be made immediately to Children's Social Care - in the local authority where the child lives and in accordance with the threshold document published by the relevant LSCB. In cases where a child is in immediate danger or at risk of harm, it may also be appropriate to make a referral should be made to Children's Social Care and/or (where a crime may have been committed) the police immediately. In borderline cases, or if in doubt as to the appropriate course of action, the DSL should always contact Children's Social Care to discuss their concerns.

Reporting and handling a disclosure

52. When reporting and/or handling a concern about a child all staff should act with the utmost discretion and any students who are involved will receive appropriate care and support. Staff should always listen to a student who wants to talk about a concern. If a child tells a member of staff that they know about or have been a victim of child abuse or neglect the member of staff should:





Further details can be found in Appendix A, a copy of which is provided to all staff on an annual basis.

Early help and inter-agency work

53. All staff should be aware of the early help process, and understand their role in it. This includes:
- identifying emerging problems and potential unmet needs;
 - liaising with the DSL;



- sharing information with other professionals to support early identification and assessment; and
 - in some cases, acting as the lead professional in undertaking an assessment of the need for early help.
54. All staff should be alert to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. If a member of staff has a concern that a child may be in need of early help then s/he should, in the first instance, discuss early help requirements with the DSL.
55. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, police) there should be an inter-agency early help assessment - such as the Common Assessment Framework. This should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. If early help is appropriate, where they are not taking the lead, then the DSL should support the member of staff in liaising with other agencies, and setting up an inter-agency early help assessment as appropriate.
56. The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by the DSL or a teacher (or a GP, family support worker, health visitor and/or special educational needs coordinator). Decisions as to who performs this role should be taken on a case by case basis and should be informed by the child and their family.
57. For an early help assessment to be effective:
- it should be undertaken with the agreement of the child and their parents or carers, and should involve the child and their family as well as all of the professionals who are working with them;
 - a teacher (or other relevant professional) should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Children's social care in each local authority should set out the process for how this will happen; and
 - if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral to children's social care may be necessary.
58. Effective early help in a school setting involves the School (under the guidance of the DSL) providing high quality support, in cooperation with or coordinating other agencies as



appropriate, to help address the assessed needs of the child and their family early, in order to significantly improve the outcomes for the child. It is hoped that in each case this should improve the welfare of the relevant child. However, each case should be kept under constant review, and consideration should be given to a referral to children's social care if the child's situation does not appear to be improving.

Peer on peer abuse

59. All staff should be alert to the risk of peer on peer abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of abusing their peers, they should never dismiss abusive behaviour as a normal part of growing up, or "banter", and should not develop high thresholds before taking action. Peer on peer abuse should be taken as seriously as abuse by adults.

What is peer on peer abuse?

60. For these purposes, peer on peer abuse is any form of abuse perpetrated by a child towards another child. It can take many different forms including, but not limited to, serious bullying (including cyber-bullying) , relationship abuse , domestic violence , child sexual exploitation , youth and serious youth violence , harmful sexual behaviour , and gender-based violence .
61. These categories of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.
62. Sexting can but does not always constitute abusive behaviour. For further information please see below.

What role does gender play?

63. Peer on peer abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

When does behaviour become abusive?

64. It can be difficult to distinguish between abusive behaviour which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute



abuse, such as low level bullying (where the School's Anti-Bullying policy should be followed) or age appropriate sexual experimentation.

65. Factors which may indicate that behaviour is abusive include (a) where it is repeated over time and/or where the perpetrator intended to cause serious harm; (b) where there is an element of coercion or pre planning; and (c) where there is an imbalance of power, for example, as a result of age, size, social status or wealth. This list is not exhaustive and staff should always use their professional judgment and discuss any concerns with the DSL.

How can I identify victims of peer on peer abuse?

66. By being alert to children's wellbeing and to signs of abuse. Signs that a child may be suffering from peer on peer abuse overlap with those relating to other types of abuse and include (a) failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect; (b) physical injuries; (c) having difficulties with mental health and/or emotional wellbeing; (d) becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much; (e) drugs and/or alcohol use; (f) changes in appearance and/or starting to act in a way that is not appropriate for the child's age. Again, this list is not exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

Are some children particularly vulnerable to abusing or being abused by their peers?

67. Any child can be affected by peer on peer abuse and staff should be alert to signs of such abuse amongst all children. Research suggests that (a) peer on peer abuse is more prevalent amongst children aged 10 and older although it also affects younger children, including by way of harmful sexual behaviour; (b) children who are particularly vulnerable to abuse or to abusing others include those who have (i) witnessed or experienced abuse or violence themselves; (ii) suffered from the loss of a close family member or friend; or (iii) experienced considerable disruption in their lives.

How prevalent is peer on peer abuse?

68. Recent research suggests that peer on peer abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). Two thirds of contact sexual abuse experienced by children aged 17 or under was perpetrated by someone who was also aged 17 or under (Radford et al 2011) and over a third of young boys in England admitted to watching porn and having negative attitudes towards women (University of Bristol and University of Central Lancashire 2015).



What should I do if I suspect either that a child may be being abused, or that a child may be abusing others?

69. If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay. If a child is in immediate danger or at risk of harm, a referral to children's social care and/or the police should be made immediately.

How will the DSL respond to concerns of peer on peer abuse?

70. The DSL will discuss the behaviour with the member of staff and will where necessary take any immediate steps to ensure the safety of the victim(s) or any other child.
71. Where the DSL considers or suspects that the behaviour might constitute abuse children's social care should be contacted immediately and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the incident with children's social care and agree on a course of action, which may include (a) taking any steps to ensure the safety and wellbeing of any children affected; (b) further investigation; (c) referral to other agencies such as the police (where a crime may have been committed), CAMHS, a specialist harmful sexual behaviour team and/or youth offending services; and (d) a strategy meeting.
72. Any response should be decided in conjunction with children's social care and other relevant agencies and should:
- investigate the incident and the wider context and assess and mitigate the risk posed by the perpetrator(s) to the victim(s) and to other children;
 - consider that the abuse may indicate wider safeguarding concerns for any of the children involved;
 - treat all children (whether perpetrator or victim) as being at risk - while the perpetrator may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves.
 - take into account the complexity of peer on peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting;
 - take appropriate action in respect of the perpetrator - any action should address the abuse, the causes of it and attitudes underlying it. Factors to consider include: the risk the perpetrator(s) poses and will continue to pose to other children, their own unmet needs, the severity of the abuse and the causes of it. Disciplinary action may be appropriate, including (a) to ensure that the perpetrator takes responsibility for and realises the seriousness of his or her behaviour; (b) to demonstrate to the perpetrator and others that abuse can never be tolerated; and (c) to ensure the



safety and wellbeing of the victim and other children in the School. Permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the victim(s) and other children in the School;

- provide on-going support to victim(s) including by (a) ensuring their immediate safety; (b) responding promptly and appropriately to the abuse; (c) assessing and addressing any unmet needs; (d) following the procedures set out in the safeguarding policy (including where the child is in need of early help or statutory intervention); (e) monitoring the child's wellbeing closely and ensuring that s/he receives on-going support from all relevant staff members within the school; (e) engaging with the child's parents and any external agencies to ensure that the child's needs are met in the long-term;
- consider the lessons that can be learnt from the abuse and put in place measures to reduce the risk of such abuse recurring. This may include, for example: gender and equalities work, work around school safety, security and supervision, awareness raising for staff, students and parents about a particular form of abuse, training for staff on handling certain types of incidents or abuse.

How does the School raise awareness of and reduce the risk of peer on peer abuse?

73. The School actively seeks to prevent all forms of peer on peer abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of peer on peer abuse and any cases of bullying (no matter how trivial) promptly and appropriately.
74. Children are educated about the nature and prevalence of peer on peer abuse via PSHE, they are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including vulnerability of the perpetrator. They are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of bullying and peer on peer abuse.
75. Staff are trained on the nature, prevalence and effect of peer on peer abuse, how to prevent, identify and respond to it.

External Agencies

76. The phone numbers for relevant external agencies can be found at the end of this Policy.

Allegations Against Any Adult (including any staff member (as defined above))

77. The safety and wellbeing of our students depends on the vigilance of all our staff and their prompt communication to the DSL or Head Master of any concerns, no matter how small, about any adult's suitability to work with or have access to children.



78. The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.
79. When handling allegations, the School will always follow Part Four of KCSIE. Responsibility for appropriate action rests with the Head Master. The procedure would be used in all cases in which it is alleged that a teacher or other member of staff or volunteer has:
 - a) behaved in a way that has harmed a child, or may have harmed a child;
 - b) possibly committed a criminal offence against or related to a child; or
 - c) behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children.
80. Any such concerns or allegations about an adult in the School (or those working with the students outside of the School) should be reported to the Head Master immediately. Staff may discuss their concern with the DSL who will refer it to the Head Master immediately. The adult to whom the concern or allegation (referred to hereafter as allegation) relates should not be informed.
81. If the allegation is about the Head Master, staff must inform the DSL immediately, who will inform the Chair of the Board of Governors (or, in their absence, the Vice-Chair of the Board of Governors) immediately, without informing the Head Master first.
82. The Head Master (or the Chair of the Board of Governors in cases of allegations against the Head Master) will inform the designated officer of the local authority ("the Designated Officer") of all allegations which meet the criteria at paragraph 72 above as soon as possible and in any event within 24 hours of the School becoming aware of the allegation. All such allegations will be referred without delay. Borderline cases will be discussed without identifying individuals in the first instance. The Head Master will discuss all allegations with the DSL unless it relates to the DSL.
83. All allegations will be dealt with fairly, quickly and consistently in a manner that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The accused person will be informed of the allegation as soon as possible but only after the Designated Officer has been consulted.
84. The Designated Officer will discuss with the Head Master (or Chairman of the Board as above), and any other relevant agencies such as the police, which further steps (if any) should be taken; this could involve informing parents. Where a referral to the police has been made directly the Head Master (or Chairman) will inform the Designated Officer of



the referral as soon as possible and in any event within 24 hours of the School becoming aware of the allegation. There may be cases where the Designated Officer or police are made aware of an allegation before the School is and in those cases they will notify the School of the allegation immediately. All discussions with external agencies should be recorded in writing.

85. When an allegation is made, the School will make every effort to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated. Where a teacher is facing an allegation of a criminal offence involving a student registered at the School, the teacher concerned is legally entitled to anonymity until the teacher is charged with an offence, the anonymity is waived by the teacher or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. In particular, the Education Act 2002 prevents the publication of any material which could lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation).
86. The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

Post referral

87. The person against whom an allegation is made should normally be informed as soon as possible after the result of the initial investigation is known. However where a strategy discussion is needed or police or children's social care need to be involved neither the person against whom the allegation has been made should be informed until these agencies have been consulted.
88. When the individual against whom the allegations have been made is spoken to, he/she will be warned that anything said will be recorded. The School will appoint a representative to keep the person informed of the likely course of action and the progress of the case. They should also advise the individual to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer. They will be kept informed of the timescales in accordance with Keeping Children Safe in Education (September 2016).



89. The initial sharing of information and investigation may lead to a decision that no further action is to be taken in which case this decision should be recorded by the Head Master and an agreement should be reached with the Designated Officer on what information should be put in writing to the individual concerned. The Head master should then consider with the Designated Officer what action should follow, both in respect of the individual and those who made the initial allegation. Where appropriate the matter will be dealt with under the School's Behaviour Policy or, in the case of staff, the relevant School Disciplinary Procedure.
90. A record will be made of all conversations, including any advice or recommendations by the Designated Office. These records and any associated documentation shall be maintained in a folder which relates exclusively to allegations against staff. A clear and comprehensive summary of all allegations shall be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The summary shall include details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. Allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, the School will in accordance with KCSIE retain a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decision reached on the personnel record. A copy should be provided to the person concerned.
91. If it is established that the allegation is false, either on the basis of medical examination or further statements, a written record will be made of the decision and the justification for it and then the person against whom the complaint has been made would normally be informed that the matter is closed. Allegations that are found to have been malicious will be removed from personnel records and those that are unsubstantiated, are false or malicious will not be referred to in employer references.
92. If there is cause to suspect that a child or children at the School are at risk of harm from the accused person or if the case is so serious that it might be grounds for dismissal then the person concerned may be suspended. Due weight should be given to the views of the Designated Officer and to the police when making a decision about suspension and all alternative options should be considered prior to taking that step. The reasons and justification for suspension will be recorded and the individual informed of them. In the case of staff the matter will normally be dealt with in accordance with the Staff Disciplinary Procedure. In cases where the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the School it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.
93. During the course of the investigation, the School in consultation with the Designated Officer will decide what information will be given to parents, staff, volunteers and other students and how press enquiries are to be dealt with.



94. Any students who are involved will receive appropriate care.
95. If an investigation leads to the dismissal or resignation prior to dismissal of a member of staff, or the School ceases to use the services of a governor, volunteer, contractor or student because they are considered unsuitable to work with children, it will submit a prompt and detailed report to the DBS.
96. Settlement agreements will never be used in cases that meet the criteria for a referral to DBS or NCTL are met (see paragraph 14 (j) above and paragraph 120 of KCSIE). The School will make every endeavour to complete the investigation and due process, even where the member of staff concerned refuses to cooperate or resigns before that person's notice period expires. Similarly, where a member of staff's notice of employment expires, the School will always endeavour to complete the investigation and reach a conclusion.
97. Any such incidents will be followed by a review of the safeguarding procedures within the School, in consultation with the Designated Officer, with a view to determining whether any improvements can be made to the School's procedures or practice to help prevent similar events in the future. A report will be presented to the Governors without delay. See paragraph 14 (j) above for the further guidance on reporting duties.
98. The three most likely outcomes are:
 - a) If a child is suffering, or is likely to suffer significant harm, or the allegation is that a criminal offence has occurred, Children's Social Care and the police must be informed. Any investigative or disciplinary process by the School would only be conducted after consultation with these agencies.
 - b) The allegation is substantiated but there are no ongoing investigations by external agencies, in which case the matter will be dealt with using the School's normal disciplinary procedures.
 - c) The allegation is malicious, false, or unsubstantiated, in which case no further action will be taken, save in consultation with the Designated Officer.
99. Parents of a student involved will normally, in consultation with the Designated Officer, be told about the allegation as soon as possible by the School and they will be kept informed about the progress of the case. The deliberations of any disciplinary hearing will not normally be disclosed but parents will usually be informed of the outcome.

Good practice to protect staff from criticism or accusations of malpractice

100. The School provides a high standard of pastoral care. Detailed guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. All staff must be aware of good practice



guidelines in their dealings with students that are laid out in the school's *Staff Code of Conduct* and *Lone Working Policy*.

These policies are on the staff intranet.
Internal Contact Details

	Name:	Email	Telephone Number
Governor Responsible for Safeguarding	Mr Dermot Rice	dermot.rice37@gmail.com	
DSL	Mrs Sarah Humphrey	vhumphrey@kgs.org.uk	020 8939 8818
Head Master	Mr Stephen Lehec	head@kgs.org.uk	020 8939 8801
Deputy Head (Academic)	Mr William Cooper	wcooper@kgs.org.uk	020 8939 8826

EXTERNAL AGENCY CONTACT INFORMATION

101. Royal Borough of Kingston Safeguarding Children Board (RBKSCB) website for child protection:

<http://kingstonandrichmondscb.org.uk/>

RBKSCB Referral and Assessment Team: SPA Team (020 8547 5008)

RBKSCB Designated Officer: SPA Team (020 8547 5008)

RBKSCB Out of Hours Emergency Duty Team: (020 8770 5000)

RBKSCB Prevent Lead: (020 8547 5039)

102. Kingston Police

Emergency: 999

Non-emergency: 101

103. Disclosure and Barring Service

PO BOX 181, Darlington, DL1 9FA

Tel: 01325 953795

Reviewed: May 2017

Ratified by Governors: 20 September 2016

Review Date: September 2017

By V S Humphrey, Deputy Head, (Pastoral)



104. National College for Teaching and Leadership - Teacher regulation
53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH
Tel: 0207 593 5393

105. The name, address and telephone number of the body responsible for inspecting and safeguarding issues is ISI.

Independent Schools Inspectorate
CAP House
9 - 12 Long Lane
London
EC1A 9HA

<http://www.isi.net/home/>

106. DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 0207 340 7264, and counter-extremism@education.gsi.gov.uk

www.cypnow.co.uk/news (Children and Young People now)

The following helplines are open from 8.00am to 6.00pm, Monday to Friday:

General helpline	0300 123 1231
About Education or Adult Skills	0300 123 4234
Whistleblowers' Hotline	0300 123 3155
About Concerns	0300 123 4666

There is a website created especially for children, which tells them about its work with children and young people and the role of the Children's Rights Director: www.rights4me.org.

Review and Monitoring

107. The DSL will monitor the operation of this policy and its procedures and make an annual report to the Governors.

108. The Governors will undertake an annual review of this policy and how their duties under it have been discharged.



109. The Governors will ensure that any deficiencies or weaknesses in regard to Safeguarding arrangements are remedied without delay.

Next review: September 2017

Authorised by Mr Dermott Rice
Date May 2017

Effective date of the policy May 2017

Circulation Governors/all staff/ automatically
Parents on request



KINGSTON GRAMMAR SCHOOL

FOUNDED 1561

APPENDIX A

THE DESIGNATED SAFEGUARDING LEAD FOR KGS IS SARAH HUMPHREY. My direct number is 0208 939 8818, my mobile number is 07894958682 and my home number is 0208 870 5640.

In my absence refer all Safeguarding matters to William Cooper (07751 545194)

HOW TO RESPOND IF A CHILD CONFIDES IN YOU (DISCLOSURE)

It can take a great deal of courage for a child to talk to an adult about abuse. The child may have to betray a person who is close to them and loved by them and they are risking a great deal in the hope you will believe what they say.

Helpful responses

- Remain calm, approachable and receptive.
- Listen carefully, without interrupting.
- Make it clear you are taking them seriously.
- Reassure them they are right to tell you and that they should not feel guilty.
- Inform them that you will do all you can to help and what will happen as a result of their disclosure.
- Remain caring and supportive. Often a child may feel guilty, ashamed, confused or scared.

What not to do

It is important to bear in mind that an allegation of child abuse or neglect may lead to a criminal investigation so it is essential that staff do not ask a child leading questions or attempt to investigate the abuse

- **Do not** make assumptions.



- **Do not** make negative comments about the alleged abuser.
- **Do not** make any promises that you cannot keep including keeping the information secret. Make sure the student knows that the information will be passed on to the Designated Safeguarding Lead.
- **Do not** share concerns with parents. If appropriate this will be done by the DSL after a discussion with the concerned member of staff.

What to do next

- Make sure the student is safe.
- Make an immediate, careful record of what was said using the student's words not an interpretation of them. Record facts not opinions.
- Make sure you date and sign the notes.
- Immediately, and **without delay** contact the DSL who will make a decision based on your report including referral to Social Services or another external agency, when appropriate.
- In the absence of the DSL inform the Deputy Head (Academic) or Head.
- Record in writing the fact that you have reported the situation to the DSL.

Staff should always refer but never investigate. If you have any doubts about making a report, remember the possible consequences of not reporting. It can be the case that a picture of abuse emerges over a period of time with a number of incidents.

WHAT TO DO IF YOU SUSPECT A CHILD IS BEING ABUSED (without a disclosure)

- Discuss your concerns with the DSL.
- Show that you are available and prepared to listen.
- **Do not** share concerns with parents. If appropriate this will be done by the DSL after a discussion with the concerned member of staff.
- Indicators that could lead a teacher to refer to the DSL include:
- Your observations of a student's physical or emotional condition.
- The student reveals signs of abuse through written work, drama or artwork.



- A student tells you he knows someone who has suffered or is suffering abuse.
- Concerns about a sexual relationship that could lead to significant harm. All concerns regarding sexual activity of a young person should be referred immediately to the DSL.

Confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with students, particularly in the context of child protection.

As a general rule staff should treat all personal information they acquire or hold in the course of working with children as confidential and take particular care with sensitive information. However, teachers must **never** guarantee confidentiality to a student, as this may not be in the student's best interests. Anyone who receives information in confidence should make sure that there is a clear understanding as to how it may be used or shared.

Information relating to a student about whom there are concerns should be given to the DSL who will take appropriate action.

Records and monitoring

Well-kept records are essential to good child protection practice. The School is clear about the need to record any concerns held about a student, the status of such records and when these records should be passed over to other agencies. Clear notes must be taken of times, date, concerns and in the case of the child disclosing information, of what was actually said and the notes should then be passed on to the DSL.

The named person will keep confidential records, referral information and feedback from agencies involved with individual cases. This information is kept secure and separate from other school records. Individual teachers are made aware of the confidentiality of information and that it is shared on a 'need to know' basis.

If a child transfers or leaves, the school to which they are transferring is contacted and all relevant information is passed on to the named person to alert them to the need to monitor. Evidence of the file's transfer is retained by the School.