

KENSINGTON
PARK SCHOOL

CHILD PROTECTION & SAFEGUARDING POLICY

This policy is governed by the following:

- Keeping Children Safe in Education (HM Government September 2023)
- Working Together to Safeguard Children (HM Government, July 2018)
- Independent School Standards Regulations (HM Government, April 2019)
- Safeguarding children and young people (Charity Commission Policy Paper, July 2014)
- What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015)
- Boarding Schools: National Minimum Standards (HM Government, September 2022)
- Prevent Duty Guidance for England and Wales (HM Government, July 2015)
- Children Missing Education (HM Government, September 2016)
- Handbook for the Inspection of Schools: Commentary on the Regulatory Requirements
- (Independent Schools Inspectorate, September 2019)
- Teaching Online Safety in Schools (HM Government, June 2019)

REVIEWED BY:

Stephen Mellor	Headmaster	Date: 01/09/2023
Geoff Feavyour	KPS Advisory board responsible for safeguarding	Date: 20/06/2023
Ryan Mitchell	Designated Safeguarding Lead	Date: 01/09/2023

This document will be reviewed annually or as necessary.

Document to be reviewed and endorsed by the KPS Advisory Board in September 2024

Please note, Ben Tan is the Acting Headmaster effective from 30th October 2023.

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1. CONTACT DETAILS

1.1 KEY INTERNAL CONTACT DETAILS:

Main DSL for the School	Ryan Mitchell	r.mitchell@kps.co.uk 07525 589518
DSO Senior School	Elizabeth Emerton Head of Senior School	e.emerton@kps.co.uk 07896 176628
DSO 6th Form	Sushma Bungler, Head of Sixth Form	s.bunger@kps.co.uk
DSO 6th Form	Simon Clarke Y12 Head of Year	s.clarke@kps.co.uk
DSO 6th Form	Sonya Galouzis Y13 Head of Year	s.galouzis@kps.co.uk
DSL for boarding	Paula Southam Head of Boarding	p.southam@kps.co.uk +44 (0)20 3725 3154 / 0773 627 6293
DSO Boarding	Nadine Lowe	n.lowe@kps.co.uk
DSO Boarding	Eleni Kourou	e.kourou@kps.co.uk
DSO Boarding	Kobi Jeffrey	k.jeffrey@kps.co.uk
DDSL Senior School	Peter Brazier Head of Year 11	p.brazier@kps.co.uk
DDSL Senior School	Emma Stowe Head of Year 10	e.stowe@kps.co.uk
DDSL Senior School	Laurance Fuld Head of Year 9	L.fuld@kps.co.uk
DDSL Senior School	Hamdi Mohamed Head of Year 8	h.mohamed@kps.co.uk
DDSL Senior School	Matthew Travers Head of Year 7	m.travers@kps.co.uk
Trained SEN staff	Vasileios Kalaitzidis	v.kalaitzidis@kps.co.uk
Independent Listener	Rachel Dymond (volunteer)	contact@independentlistener.org 07888153238
A member of the KPS Advisory Board with responsibility for safeguarding	Geoff Feavyour	g.feavyour@kps.co.uk
Headmaster	Stephen Mellor	headmaster@kps.co.uk
Chair of the KPS Advisory Board	Stephanie Wicks	clerk@kps.co.uk
Designated teacher for looked after children	Elizabeth Emerton	e.emerton@kps.co.uk

1.2 KEY EXTERNAL CONTACT DETAILS:

Local Authority Designated Officer (LADO) Royal Borough of RBKC and Westminster:	Aqualma Daniel, 07870481712, Aqualma.Daniel@rbkc.gov.uk
Bi Borough safeguarding and child protection training, consultation & advice	Elaine Campbell – Bi Borough safeguarding lead for schools and education, 07712236508 elaine.campbell@rbkc.gov.uk
Bi borough Safeguarding Review and Quality Assurance	Angela Flahive, 0207 3613467 07971320888 Angela.flahive@rbkc.gov.uk
Initial Contact and Advice Team (ICAT) for accessing a social worker	For children resident in: Kensington & Chelsea: 020 7361 3013 (Out of hours – 020 7361 3013) Westminster: 020 7641 4000 (Out of hours – 020 7641 6000)
Child Exploitation lead	Sarah Stalker (Monday – Wednesday only) 0207 5984640 07971 322482 sarah.stalker@rbkc.gov.uk
Tri-borough FGM	Rochelle-Ann Naidoo – Bi-borough Senior Practitioner 020 7641 1610 rnaidoo@westminster.gov.uk
Bi-borough PREVENT / Channel Referrals	Local team contact 020 8753 5727 prevent@lbhf.gov.uk 078 1705 4699 prevent@westminster.gov.uk Prevent Programme Manager, Westminster enquiries only Telephone: 020 7641 5071 Email: kmalik@westminster.gov.uk
Tri-borough multi-agency safeguarding hub (MASH)	Karen Duncan – Bi-borough MASH Business Support Officer 020 7641 3991 kduncan1@westminster.gov.uk
Local Authority Children's Social Services: Kensington & Chelsea Hammersmith & Fulham Westminster	020 7361 3013 socialservices@rbkc.gov.uk 020 8753 6610 020 7641 4000 accesstochildrensservices@westminster.gov.uk
Local Safeguarding Children Board (LSCP) for Kensington & Chelsea & Westminster	To be referred to as the Bi-borough LSCP in this document www.rbkc.gov.uk/lscp
Local Safeguarding Children Partnership (LSCP) for Kensington &	To be referred to as the Bi-borough LSCP in this document First floor, Kensington Town Hall, Hornton Street, London W8 7NX

Chelsea & Westminster	07739 315388 https://www.rbkc.gov.uk/LSCP/
Police	Met Police contact: Officer Name: PC Thomas Pache Email address: Thomas.PACHE@met.police.uk EMERGENCY: 999 NON EMERGENCY NUMBER: 101 TFL Police contact: Grant Hayesmore (Area Manager, Edgware Road) Email address: Grant.Hayesmore@tube.tfl.gov.uk Contact number: 07514 492 213
NSPCC	0800 800500
NSPCC Whistleblowing Helpline	0800 028 0285 help@nspcc.org.uk
NSPCC sexual harassment or abuse in education helpline	0800 136 663
Childline	0800 1111
Samaritans	116 123 jo@samaritans.org
Kidscape Bullying Helpline	0207 730 330
Crimestoppers	0800 555 111
Children's Commissioner for England:	www.childrenscommissioner.gov.uk 020 7783 8330
Disclosure and Barring Service	34 Liverpool Road, Liverpool L693JD 0843 816 6329
Teaching Regulation Agency	Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry CV1 2WT 0207 593 5393 misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	0300 123 4666 (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk
Independent Schools Inspectorate	0207 6000100 concerns@isi.net

The Bi-borough LSCP (Hammersmith & Fulham, Royal Borough of Kensington & Chelsea, Westminster city Council, Central West Basic Command Unit (Police) and the Integrated Care Board) ensure the coordination of safeguarding work by all agencies. Their multi-agency safeguarding arrangements are set out in the Children and Social Work Act (2017), and monitor the effectiveness of child protection work across the three local authority areas. The LSCP has been operational since 29 September 2019.

2. INTRODUCTION

Kensington Park School is fully committed to the welfare, safety and health of all members of its community and seeks to provide an honest, open, caring and supportive environment. All members of the staff, both academic and other, are expected to recognize the responsibility they can make to safeguard and protect the children at KPS. All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. As a day and boarding school, Kensington Park School is aware of the increased vulnerability of students who live away from home. The pupils' welfare is of paramount importance and we maintain an attitude of "it could happen here".

This policy applies to all staff, governors and visitors to the school and is available to anyone and the school ensures it is fully implemented. We will ensure that all parents and other working partners are aware of our **child protection and safeguarding policy (Plus the safeguarding appendix document)** by mentioning it in our prospectus, displaying appropriate information at the schools' receptions and on the school website, and by raising awareness at meetings with parents.

3. SAFEGUARDING COMMITMENT

Kensington Park School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously by staff and in addition, we provide pupils with information on who they can talk to outside of school, both within the community and with local or national organisations that can provide support or help.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures for reporting concerns to ensure that students receive effective support, protection and justice.

The school will act on identified concerns and provide early help to prevent concerns from escalating.

A full code of conduct, which reflects the school's values and ethos, sets out our expectations for staff with regard to safeguarding is available in this document. The staff handbook contains further expectation and additional standards of staff conduct. Staff also sign a declaration that they have read Part 1 and Annex A of the most current version of Keeping Children Safe in Education, September 2022.

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age

of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the School staff and a student under 18 may be a criminal offence, even if that student is over the age of consent. It is also not permitted for any member of staff in position of trust to engage any form of sexual relationship with a student who is aged 18 or over. In line with the Law this policy defines a child as anyone under the age of 18 years, but in the case of SEND it is anyone under the age of 25 years.

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

Kensington Park School will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE / Citizenship / Relationship and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures (as outlined in **Safer Recruitment Policy** available on the website) and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.

The aims of Kensington Park School's Child Protection & Safeguarding Policy are:

- **Universal help:** To support each young person's development in ways that will foster security, confidence and independence.
- To provide a systematic means of monitoring young people known or thought to be at risk of harm. To emphasise the need for good levels of communication between all members of staff, as between themselves and with senior management.
- **Early help and targeted support:** To develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse and to foster an environment and culture where those procedures will be readily invoked.
- To further consult with a qualified social worker located in or available to early help

services.

- **Children in need:** To develop and promote effective working relationships with other agencies, especially the police and Social Services. An assessment to be undertaken by a Qualified Social worker and recorded on a case file. Depending on the level of need identified this may result in referral to another service or trigger a child protection investigation.
- **Child Protection:** To raise the awareness of both teaching and support staff of the need to safeguard young people who have suffered or are likely to suffer significant harm and of their responsibilities in identifying and reporting possible cases of abuse immediately to Children's Social Care. A qualified social worker will then complete a child protection enquiry within 10 working days, recorded on a case file, which may result in a child in need or child protection plan.
- To ensure that all adults within our School who have access to children have been subjected to the suitability checks required by the Disclosure and Barring Service and Standard 4 of the Independent School Standards Regulations in respect of their suitability to work with children.

This policy is consistent with:

- Keeping Children Safe in Education (September 2023)
- Working Together to Safeguard Children (HM Government, July 2018)
- Independent School Standards Regulations (HM Government, 2014)
- Safeguarding children and young people (Charity Commission Policy Paper, July 2014)
- What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015)
- Boarding Schools: National Minimum Standards (HM Government, April 2015)
- Prevent Duty Guidance for England and Wales (HM Government, July 2015)
- Children Missing Education (HM Government, September 2016)
- Handbook for the Inspection of Schools: Commentary on the Regulatory Requirements
- (Independent Schools Inspectorate, September 2019)
- Teaching Online Safety in Schools (HM Government, June 2019)

3.1 TERMINOLOGY

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment

- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child protection is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children have a right to be protected from harm.

Staff applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and advisory board members.

Child is defined as everyone under the age of 18. However, within the context of this policy it also applied to all pupils or students at the school, including those who have passed their 18th birthday.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care.

3.2 EXTRA FAMILIAL ABUSE (Formerly known as CONTEXTUAL SAFEGUARDING)

Extra Familial Abuse or Harm (formerly known as Contextual Safeguarding) is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

We recognise at KPS that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. Such extra-familial harms take a variety of different form and children can be vulnerable to multiple harms. Therefore, we seek to have a broader understanding of the factors affecting children in our care, beyond the school.

4. ROLES AND RESPONSIBILITIES

4.1 GENERAL

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Lead and safeguarding team for the current year are listed at the start of this document.

4.2 KPS ADVISORY BOARD

In accordance with the Statutory Guidance "Keeping Children Safe in Education, September 2022" the KPS Advisory Board will ensure that:-

- KPS has its own child protection & safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly on the website.
- All Advisory Board members receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- KPS operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, a nominated member of the KPS Advisory Board and other staff involved in the recruitment process have undertaken safer recruitment training.
- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a member of the school's leadership team, the Headmaster, who is designated to take lead responsibility for dealing with child protection across the school and boarding house and there is always cover for these roles with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.
- The Headmaster and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and that new staff and volunteers who work with

children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 and Annex A of Keeping Children Safe in Education 2022, the **Pupil Behaviour Policy and how to respond if children go missing**).

- Any deficiencies or weaknesses brought to the attention of the KPS Advisory Board will be rectified without delay.
- The Chair of the KPS Advisory Board (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Headmaster, in liaison with the Local Authority Allegations Manager (LADO). Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings May 2019". (Supplemented by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (on behalf of the Local Safeguarding Children Partnership) through the Safeguarding Annual Return.
- There is an individual member of the KPS Advisory Board who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Governing Body.
- KPS contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" July 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Bi-borough LSCP.
- A termly audit of the Safeguarding Policy is conducted with any issues being addressed promptly. The DSL also delivers a report to the board.

4.3 HEADMASTER

The Headmaster will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer.
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service and cases concerning a member of staff are

referred appropriately to the LADO and/or the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) for professional misconduct.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children and Family Specialist Services) or the Police.

4.4 DESIGNATED SAFEGUARDING LEAD (DSL)

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping Children Safe in Education" and include:

- Implementing and promoting child protection & safeguarding policies and procedures. These are to be reviewed on an annual basis, or as required. A safeguarding audit is to be completed on a termly basis.
- Acting as the main point of contact for staff, student, families and external agencies and receiving and acting upon any reported concerns.
- Liaising with the Headmaster about issues, especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This is to include informing the Headmaster of on-going investigations, on-going child protection issues and the welfare of students who are subject to a child protection plan.
- Liaising with the KPS Advisory Board and the Local Authority on any deficiencies brought to the attention of the board and how these should be rectified without delay.
- Being fully aware of the Bi-borough LSCP protocols, procedures & threshold documents
- Liaise with external agencies which may include completing the Common Assessment Framework (CAF). Provide the necessary information for any formal investigations that may take place.
- Referring of cases to the Channel programme (through the local police PREVENT Engagement Team) where there is a radicalisation concern and also support staff who do this.
- Acting as a source of support, advice and expertise within the school and liaising with staff on matters of safety and safeguarding (including online and digital safety) and deciding whether to make a referral, by liaising with relevant agencies.
- Having an understanding of the LADO (Local Authority Designated Officer) role in order to work effectively with them.

- Being alert to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability, and young carers, and promote their educational outcomes by sharing relevant information with teachers, pastoral staff and leaders about welfare, safeguarding and child protection issues. Providing support, advice and guidance to staff on an on-going basis or any specific issue as required.
- Attending and contributing to child protection conferences and other multi-agency safeguarding meetings when required.
- Ensuring that all relevant contact names and numbers are known to staff and displayed in an accessible place at all times.
- Ensuring there is always a safeguarding officer available when students are at the boarding house or in school
- Monitoring child attendance and liaising with the school nurse about accident logs, concerns raised and incident forms.
- Ensuring each member of staff has access to and understands the school's safeguarding & child protection policy especially new or part-time staff who may work with different educational establishments.
- Ensuring all staff have induction training covering child protection & safeguarding, **Pupils' Behaviour & Expectations Policy**, **Pupil ICT Administration & E-safety Policy**, **Whistleblowing Policy** and staff code of conduct. Staff are trained to recognise and report any concerns immediately they arise and are asked to sign that they have read the most recent version of Part 1 of "Keeping Children Safe in Education" and Annex A to those working directly with children.
- Having up-to-date on-line safety training and ensuring that all staff are aware of this and their other obligations under KCSiE.
- Ensure safeguarding team members attend level 4 refresher training courses every two years.
- Keeping abreast of developments in safeguarding & understanding the latest information on data protection, confidentiality and other legal issues that impact on the protection of children.
- Ensuring for children leaving school that their child protection file is passed to the Designated Safeguarding Lead in the new school/college as soon as possible, ensuring secure transit and confirmation of receipt should be obtained. Information may be communicated in advance to ensure continuity of support and care.
- Upon receipt of a transferring pupil's safeguarding file the DSL should ensure the DSOs and SENDCo is aware, as required.
- Maintaining and monitoring secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who

repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

- Advocating the importance of child protection to parents so they know we have their child’s best interest at the heart of our practice.
- To produce a termly report to the KPS Advisory board.

4.5 DESIGNATED SAFEGUARDING OFFICERS (DSO/DDSL’s)

- DSO/DDSL’s, must be appropriately trained and, in the absence of the Designated Safeguarding Lead, carry out those functions necessary to ensure the ongoing safety and protection of students.
- In the event of the long-term absence of the designated person, a DSO/DDSL’s will assume all of the functions above.

Their responsibilities include:

- Adhering to the three Safeguarding Partners (LSCP), Local Authority and School procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a student even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from general student records.
- Ensuring that an indication of further record-keeping is marked on student records.
- Ensuring that the first day of absence contact is made with the family or guardian of any student who is absent from school.
- Ensuring that any student not on the child protection register who is absent from school without explanation for 10 days is then subject to contact from the school’s safeguarding team.
- Ensuring that any student currently on the child protection register who is absent from School without explanation for two days is referred to Social Services. In such a case, where the child has not attended the first lesson, contact is made as soon as possible to find out what explanation is given for absence.

5. SHARING OF INFORMATION

5.1 RECORDS, MONITORING AND TRANSFER

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are entered into CPOMS and the Designated Safeguarding Lead and relevant safeguarding team are alerted. The Designated Safeguarding Lead is responsible for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

Child protection records are stored securely within CPOMS, with access confined to specific staff, i.e. Designated Safeguarding Lead/Headmaster (and relevant deputies). Weekly safeguarding meetings at the Senior School, 6th Form and boarding make sure that any patterns or concerns about individuals are monitored and actions are taken as required.

When children transfer schools their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, 6th form or FE college, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Transfer will be undertaken as soon as possible and in any event within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead. Files requested by other agencies e.g. Police should also be made available.

Data protection: Written safeguarding records count as “sensitive personal data” under the General Data Protection Regulation and Data Protection Act (HM Government, 2018): they neither prevent nor limit the sharing of information for the purposes of keeping children and young people safe. As such, there is not a barrier to sharing information, and the duty to safeguard children overrides data protection obligations; however, parents who ask to see records may be allowed access, provided this does not put children at risk and that any questions of the child’s consent are satisfied.

5.2 SAFEGUARDING IN THE CURRICULUM

Planned PSHE and Relationships Education, Relationships and Sex Education and Health Education include a number of safeguarding issues as set out in the DfE statutory guidance. This is appropriate to the pupils’ age and stage of development. It is also underpinned by the school’s **Discipline – Behaviour & Expectations Policy** and pastoral support system. Such topics include:

- Bullying/Cyberbullying (The *Anti-bullying Policy* is located on the KPS school website)
- Drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of Children)
- Online safety: the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and venerable adults.
- The danger of meeting up with strangers
- Staying safe
- Fire and water safety
- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- (so called) Honour Based Abuse issues e.g. forced marriage, Female Genital Mutilation (FGM)
- Sexual exploitation of children (CSE), including online
- Child Criminal Exploitation
- Preventing Extremism and Radicalisation
- E-Safety and Cyber Crime

Students are taught how to behave in a responsible manner and respect each other in order to minimize the risk of child-on-child abuse. Students are also reminded regularly about E-Safety and tackling bullying procedures. The school continually promotes an ethos of respect for others and students are encouraged to speak to a member of staff / trusted adult in confidence about any worries they may have.

The school community will also

- make sure that child protection checks and procedures apply to any staff employed by another organisation working within the school or on another site (see **School's trips and Educational Visits Policy**)
- ensure that all young people know there is an adult in the school whom they can approach if they are worried or in difficulty.
- ensure that all young people know there is an Independent Listener, not connected to the school, who they can contact without the requirement to pass on information to the school, unless it is of a safeguarding nature.

The school has appropriate filters and monitoring systems in place to safeguarding children from potentially harmful and inappropriate material on-line. The schools'

firewall system is called Smoothwall. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials on-line; reduce the risk of children being subjected to harmful interactions with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

Further detail of the School's approach to online safety can be found in the school's **ICT Administration & E-safety Policy** to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

6. CONTEXTUAL CHALLENGES

6.1 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

The SEN department works with these pupils and extra support is also given by staff.

6.2 LOOKED AFTER CHILDREN (LAC)

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 being defined as LACs is as a result of abuse and / or neglect. Staff are briefed appropriately and the school will work with local authority as required in such cases.

6.3 PRIVATE FOSTERING ARRANGEMENTS

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

6.4 CHILDREN WHO ARE LESBIAN, GAY, BI OR TRANS (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

6.4.1 RISK AWARENESS:

- a) Children who are LGBT can be targeted by their peers, leading to potential risks and harm.
- b) Children who are perceived to be LGBT, whether they identify as such or not, can be equally vulnerable. Staff should recognise and address these vulnerabilities accordingly.

6.4.2 PROCEDURES:

- a) Staff members should provide a safe and inclusive environment for children who are LGBT, ensuring they have trusted adults with whom they can openly communicate and share concerns.
- b) Staff should strive to reduce additional barriers faced by children who are LGBT, fostering an environment where they feel comfortable speaking out and seeking support from staff members.

6.5 CHILD ABDUCTION

6.5.1 PROCEDURES

- a) Kensington Park School incorporates age-appropriate child abduction prevention education into the curriculum to empower students with knowledge and strategies to protect themselves.
- b) Kensington Park School implements safety measures during school trips or outings, including clear protocols for student supervision and accountability.
- c) When organising off-site activities, Kensington Park School will conduct thorough risk assessments and ensure appropriate measures are in place to safeguard students from potential abduction risks.
- d) Kensington Park School will educate students on the concept of stranger danger and teach them how to identify and respond to potentially dangerous situations.
- e) Kensington Park School premises will have clearly defined and secure boundaries to prevent unauthorised access and protect students from external risks.

6.6 CHILDREN IN CARE

6.6.1 PROCEDURES:

- a) Kensington Park School will provide additional support during times of transition for children in care, such as changing placements or transitioning to post-care arrangements.
- b) Individual support plans will be developed in collaboration with the child, their carers, and relevant agencies to address their specific needs and promote their educational progress.
- c) Designated staff members will work closely with the local authority and other relevant professionals to coordinate support services and ensure effective communication channels.
- d) Regular review meetings will be held to monitor the progress and well-being of children in care, involving all relevant parties, including the child, their carers, social services, and school staff.
- e) Kensington Park School will provide access to counseling services or other forms of emotional support to help children in care cope with any emotional challenges they may experience.

6.7 CHILDREN WITH PARENTS IN PRISON

6.7.1 PROCEDURES:

1. Staff members will handle information regarding a child's parent's imprisonment with utmost sensitivity and confidentiality, ensuring it is shared only on a need-to-know basis.
2. Kensington Park School will strive to create a supportive environment where children with prison parents feel safe, included, and understood. Staff members will receive training to better understand their needs and provide appropriate support.
3. Kensington Park School will establish effective communication channels with prison welfare teams or relevant authorities to exchange necessary information and ensure the well-being of children with prison parents.
4. Individualised support plans will be developed in collaboration with the child, their carers, and relevant professionals to address any specific needs arising from having a parent in prison.
5. Kensington Park School will ensure that children with prison parents are not subjected to discrimination or stigmatisation and promote an inclusive and empathetic environment.

6.8 CHILD HOMELESSNESS

6.8.1 OBJECTIVE:

The objective of this policy segment is to provide support and assistance to children who are experiencing homelessness or unstable housing situations.

6.8.2 POLICY STATEMENT

a. Kensington Park School acknowledges the challenges faced by children who are homeless or living in unstable housing situations. We are committed to identifying and supporting these children, ensuring their access to education and safeguarding their well-being.

6.8.3 PROCEDURES:

- a) Kensington Park School will establish procedures to identify and assess children who are homeless or living in unstable housing situations, working in collaboration with relevant agencies and support services.
- b) Designated staff members will be responsible for coordinating support services and liaising with external agencies to address the specific needs of children who are homeless.
- c) Kensington Park School will provide additional educational support, including access to resources, counseling services, and pastoral care, to ensure the holistic well-being and academic progress of children experiencing homelessness.
- d) Information regarding a child's housing situation will be handled with utmost confidentiality and sensitivity, respecting their privacy and promoting a non-judgmental environment.
- e) Kensington Park School will collaborate with external agencies, such as local authorities, housing services, and community organisations, to provide comprehensive support and resources to children experiencing homelessness.
- f) Kensington Park School will work closely with relevant authorities to facilitate regular school attendance and ensure that children experiencing homelessness have access to appropriate educational opportunities.

6.9 ONLINE FILTERING AND E-SAFETY

Staff should be aware of the need for the safeguarding of children online. Please refer to the school's [ICT Administration & E-safety Policy](#).

This policy describes the school's expectations for the use of mobile phones, cameras and other digital recording devices e.g. i-Pads. In the Senior School pupils are not allowed to use phones unless they have specific permission from a member of staff. There is Smoothwall regulation in all 3 sites: Senior School, Sixth Form and Boarding.

The ICT and E-safety Policy gives guidance about how to support about children accessing the internet whilst they're at school using data on their phones.

The use of "Blended Learning" within the school requires an understanding of how to follow correct safeguarding procedures when teaching through the consequences of the COVID-19. The school has referred to the following links:

[Remote education good practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Safeguarding and remote education during coronavirus \(COVID-19\) -](#)

[GOV.UK \(www.gov.uk\) Review your remote education provision - GOV.UK](#)

[\(www.gov.uk\)](#)

Communications with parents and carers will be used to reinforce the importance of children being safe online and what systems the School uses to filter and monitor online abuse. We will inform parents and carers what their children are being asked to do online, including the sites they will be asked to access and who from the school their child is going to interact online.

6.9.1 POLICY STATEMENT

Kensington Park School has embarked on a comprehensive approach to provide greater clarity regarding the roles of our diverse educational staff members and the specific responsibilities concerning online filtering and monitoring.

6.9.2 ONLINE MONITORING RESPONSIBILITIES:

Within Kensington Park School, our DSL, DSO's and DDSL's are pivotal figures in ensuring the safety of our students in the digital landscape. They are now entrusted with the critical responsibility of fully comprehending our school's implemented filtering and monitoring systems. This goes beyond mere awareness; it involves an in-depth understanding of the intricacies of these systems, including their capabilities and limitations. Our DSL, DSO's and DDSL's are well-versed in the types of websites and online content that students may encounter. To safeguard against potential risks, our DSL, DSO's and DDSL's are not only well-trained but also engage in ongoing collaboration with our IT teams to continuously assess the effectiveness and relevance of these systems. Regular reviews and updates ensure that our students are protected against emerging online threats.

6.9.3 STAFF INDUCTION

The induction process at Kensington Park School is a pivotal juncture for new staff members. It is during this period that they are introduced to our school's distinctive approach to safeguarding and child protection, including online safety. In our commitment to ensuring every staff member is well-prepared, we meticulously integrate information concerning expectations, relevant roles, and responsibilities related to filtering and monitoring. Our induction program includes practical training sessions and workshops that equip staff with the knowledge and tools necessary to protect our students online. This includes hands-on experience with our filtering and monitoring systems, ensuring that staff are not only aware of their role but also confident in executing it effectively.

6.9.4 SMOOTHWALL FUNCTIONALITY

Kensington Park School recognises that providing a safe online environment is a multifaceted endeavor. As such, we take the time to provide a comprehensive explanation of how our Smoothwall system operates to staff. Smoothwall is more than just a software; it is a critical component of our online safety strategy. We educate our staff about the specific features and functionalities of Smoothwall designed to protect against

inappropriate online content and potential risks. This includes real-time monitoring, content filtering, and reporting mechanisms. Our staff are trained to utilize Smoothwall as a proactive tool in safeguarding our students, and they understand how to respond swiftly and effectively to any incidents or concerns that may arise.

7. CHILD ABSENCE OR MISSING FROM EDUCATION

At Kensington Park School, we place paramount importance on understanding the implications of a student's absence or disappearance from our educational environment. This understanding is not just theoretical; it is an integral part of our safeguarding strategy.

7.1 ATTENDANCE MONITORING

Kensington Park School maintains a rigorous attendance monitoring system that goes beyond record-keeping. We view attendance as a key indicator of a student's well-being and safety. Our dedicated staff members actively track and document student attendance on a daily basis. This system is designed to promptly identify any irregularities, such as unexplained absences or prolonged periods of absence. In the event of such anomalies, our safeguarding team initiates a thorough investigation to ascertain the well-being of the student. This includes contacting parents or guardians to verify the reasons for the absence and, if necessary, involving external agencies such as social services or the police. By maintaining a proactive and diligent approach to attendance monitoring, we ensure that students who are missing from education are identified and supported in a timely and appropriate manner.

8. PRE-RECRUITMENT CHECKS

Kensington Park School is deeply committed to the safety and well-being of our students, and we ensure in our efforts to maintain the highest standards of safeguarding, even before a candidate becomes a member of our staff:

8.1 ONLINE SEARCHES

Our recruitment process is built upon principles of transparency and accountability. We believe that safeguarding begins with the recruitment of individuals who share our commitment to student welfare. To align with the 2023 KCSIE guidance, we communicate clearly and explicitly to all job applicants that online checks are a standard procedure as part of our due diligence checks before interviews. We want candidates to fully understand the importance of these checks in our commitment to safeguarding, and we encourage open dialogue about any concerns or questions they may have. By providing this clarity from the outset, we ensure that candidates are fully informed and prepared for any relevant inquiries during the interview process.

9. HANDLING ALLEGATIONS INVOLVING SCHOOL PREMISES USAGE

Kensington Park School recognises that allegations made against external organizations or individuals utilizing our premises for various purposes demand a careful and diligent approach. Our procedures for handling such allegations are designed to protect our

students and maintain the integrity of our safeguarding practices.

9.1 ADHERENCE TO SAFEGUARDING POLICIES

We rigorously adhere to our established safeguarding policies and procedures, which have been carefully crafted to address a wide range of scenarios, including allegations against external parties. When an allegation is made, regardless of the source, we initiate a thorough and impartial investigation. This investigation involves gathering all relevant information, interviewing witnesses, and collaborating with external agencies as necessary. We maintain open lines of communication with the Local Authority Designated Officer (LADO) to ensure that our response aligns with statutory requirements. In cases where an allegation is substantiated, we take swift and appropriate action to protect our students and ensure their well-being. This may include suspending or terminating arrangements with external organizations or individuals found to be involved in safeguarding concerns.

10. LEVEL 4 CONCERNS: CHILDREN AT RISK OF SIGNIFICANT HARM, ABUSE AND NEGLECT

Level 4 is the highest level of need as defined by section 47 of the Children Act (1989) At this level, children are either suffering, or are at risk of suffering significant harm. It is caused when a child's health or development is seriously or permanently damaged. Inflicting significant harm, or failing to act to prevent it, is a definition of child abuse and neglect.

To ensure that our students are protected from significant harm, we need to understand what types of behaviour constitute abuse and neglect.

“Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”. ([KSCIE September 2021](#))

10.1 TYPES OF ABUSE

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

10.2 PHYSICAL ABUSE

Physical abuse 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.

Indicators of abuse:

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- be isolated, withdrawn or depressed
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They

should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that a student is at risk.

Any child, in any family in any school could become a victim

of abuse. Staff should always maintain an attitude of “it

could happen here”.

10.3 EMOTIONAL ABUSE

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 capability as well as overprotection and limitation of exploration and learning, or preventing the child from 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.

Indicators include:

Children:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Lack of confidence / self-esteem;
- Sudden speech disorders;
- Self-harming;
- Extremes of passivity and / or aggression;
- Compulsive stealing;
- Drug, alcohol, solvent abuse;
- Fear of parents being contacted;
- Unwillingness or inability to play; and
- Excessive need for approval, attention and affection.

Parents or carers:

- Parents or carers who withdraw their attention from their child, giving the child the “cold shoulder”;
- Blaming their problems on their child;
- Humiliating their child, for example, by name-calling or making negative comparisons;

10.4 SEXUAL ABUSE

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Indicators include:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you would not expect them to have;
- Children who ask others 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;
- Children who have sudden changes in behaviour and school performance;
- Children who self-harm, self-mutilation or attempts at suicide;
- Children who allude to secrets which they cannot reveal;
- Children who have a tendency to cling or need constant reassurance; and
- Children with a fear of undressing for gym activities.

10.5 CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

Child sexual exploitation and child criminal exploitation 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 or 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.

Indicators for sexual exploitation (CSE) include:

- Children who appear with unexplained gifts, money 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;
- Children who regularly miss school or education or do not take part in education; and
- Children who present with depression or are withdrawn.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime **can be** associated with this form of criminal activity together with child sexual exploitation.

Children may also be exploited into committing cybercrime or money laundering offences **and** organised criminal groups or individuals **may** exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain.

Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money.

Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online.

Staff training includes raising awareness that under the Sexual Offences Act (2003), it is an "abuse of a position of trust", and thus a criminal offence, for someone working in a school to "groom" or engage in sexual activity with a pupil aged under 18. The consent of the pupil (or the agreement of his or her parents) is irrelevant. Staff should also note that, under the Serious Crime Act (2015), it is now a criminal offence for an adult to communicate with a child under 16 if the communication is sexual or intended to elicit a

response that is sexual.

Any concerns should be passed to the Designated Safeguarding Lead who will pass on the information to the LADO and police.

10.6 NEGLECT

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

Indicators include:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g.: not having a winter coat;
- Children who are living in dangerous conditions, i.e.: around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured;
- Children who have poor personal hygiene;
- Children who are frequently tired;
- Children who are frequently late / non-attendance at school;
- Children who have a poor relationship with peers;
- Children who are compulsively stealing and scavenging;
- Children who run away;
- Children with a loss of weight / being constantly underweight ;
- Children who have low self esteem; and
- Children with poor dental hygiene.

10.7 CHILDREN MISSING FROM EDUCATION

KPS recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full

time education or who go missing from education.

The local authority will also be informed where children are to be removed from the school register

- a) to be educated outside the school system;
- b) for medical reasons;
- c) because they have ceased to attend;
- d) because they are in custody;
- e) because they have been permanently excluded.

We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

The DSL will monitor any unauthorised absence and will be particularly cautious if a student goes missing on repeated occasions. The school's **Attendance and Lateness Policy including** child missing from education procedure outlines the procedures to be followed by staff if a student cannot be accounted for at any time.

10.8 RADICALISATION & PREVENTING EXTREMISM

KPS recognises the school's duty (the Prevent duty), placed on us by the Counter Terrorism Bill (July 2015), to prevent our pupils being drawn into terrorism and / or extremism and ["Revised Prevent Duty Guidance: for England and Wales"](#) July 2015. It recognises that during the radicalisation process it is possible to intervene and prevent people from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer to their psychological or emotional problems. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

KPS is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We recognise that there is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be

active in supporting terrorism. Staff should be aware of changes to behaviour or conversations that might indicate that a child is becoming involved in radicalisation. All staff are trained on Prevent awareness and advice can be sought from the DSL.

The school is also aware that the Internet remains a significant risk in terms of the propagation of extremist views. ISIS, in particular, has shown itself to be adept at using social media as a tool to groom and manipulate young people. The school has Smoothwall filters on its computers which generates a daily report to a nominated member of the safeguarding team to check, as it is acknowledging that students may have legitimate reasons for researching terrorism.

All external speakers will need to submit a detailed summary of the content of their speech in advance of any presentation to pupils to the Headmaster, who may decide that that material to be presented is not appropriate for the audience. Pupils should be exposed to a range of views, but it is incumbent on the School to ensure that both sides of any argument receive an equal hearing, whether this in assemblies, form time or presentations from external speakers.

KPS will work with external agencies including the police, LSCP / LSCP and Westminster City Prevent and Channel teams who will share this information with the police. Parents will also be included in the process, as appropriate.

Immediate threats: If you have seen a person acting suspiciously or if you see a vehicle, unattended package or bag which might be an immediate threat, move away and call 999 without delay

No immediate threat: If you are concerned about terrorist activity or risk of radicalisation and there is no immediate threat, you can refer the individual for support by contacting one of the following:

- Police on 101
- Anti-Terrorist Hotline on 0800 789 321
- Hammersmith & Fulham and Kensington and Chelsea Prevent Team:
- Telephone: 020 8753 5727
- Shared inboxes: prevent@lbhf.gov.uk and prevent3@rbkc.gov.uk
- Westminster Prevent Team:
- Telephone: 020 7641 6032
- Email: prevent@westminster.gov.uk

More information can be found [here](#) and [here](#). A risk assessment is contained in Annex B
Indicators include:

- A conviction that their religion, culture or beliefs are under threat and treated unjustly;
- A tendency to look for conspiracy theories, and a distrust of mainstream media;
- A sense of debt or guilt;

- Blaming parents for family problems;
- Feeling let down, and perhaps 'religious seeking';
- Peer pressure, low self-esteem, and/or the need for identity and belonging;
- Physical change / growth spurt (being bigger than peers);
- Being secretive about who they have been talking to online and what sites they visit;
- Switching screens when you come near the phone, tablet or computer;
- Possessing items – electronic devices or phones – you have not given them; and
- Becoming emotionally volatile.

10.9 HONOUR-BASED ABUSE (HBA) INCLUDING FEMALE GENITAL MUTILATION (FGM) AND FORCED MARRIAGE

Honour-based abuse (HBA) encompasses crimes that have been committed to protect or defend the honour of the family and / or community. All forms of HBA, for example FGM and forced marriage, may involve a wider network of people.

Female Genital Mutilation Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM.

KPS's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns of either the disclosure by the victim or visual evidence) to the Designated Safeguarding Lead and a report must also be made to the Police (this is a statutory duty). A multi-agency approach will be taken liaising with the local authority, the Integrated Care Board and the police (the safeguarding partners)

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practicing FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care.

If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

Useful information summarising the FGM mandatory reporting duty can be found [here](#).

10.10 CHILD-ON-CHILD ABUSE

KPS recognises that children (young people under the age of 18) are capable of physical, sexual or emotional abuse to other children. Such abuse is unacceptable and will not be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence and rituals, all forms of bullying (including cyber bullying), aggravated sexting and physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc.) experienced by both boys and girls. However, girls are more likely to be the victims and boys more likely to be perpetrators. There are school and local authority or Safeguarding Children Partnership guidance and policies which detail the school’s procedures to address and minimise these concerns including:

1. **Discipline – Achievement, Behaviour, Rewards & Expectations Policy**
2. **Anti-bullying Policy**
3. **ICT & E-safety Policy**

Where an incident has occurred or specific risks are identified, the details will be added to an CPOMS record for the children concerned and an investigation conducted by the DSL /Headmaster in line with KPS policy and procedure. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support will be offered to the alleged victim, the child or young person accused and any other children involved whilst they are in school by different adults in school (to avoid a possible conflict of interest). A referral to any relevant outside agency will be made e.g. police or social services following consultation by the DSL. Detailed procedures are included in the linked school policies mentioned above.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported to the DSL who will make a professional judgement whether or not the incident has reached the threshold for a child protection issue. If it has not the issue will be managed by the school welfare / pastoral meeting system and tutor.

A bullying incident will be treated as a child protection concern where there is a concern, or possible concern, that a child has suffered, is suffering, or is likely to suffer significant harm.

The school uses PSHE lessons to discuss triggers that may lead to Child-on-Child abuse and how this may be prevented

Indicators include:

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect;
- Physical injuries;
- Having difficulties with mental health and / or emotional wellbeing;
- Becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much;

- Drugs and / or alcohol use
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- Children 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.

10.11 SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. It can occur by adults or child on child. These issues are often very complex and may require support from the LADO & Police, as necessary.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim).

The following situations are very clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16) and sexual intercourse without consent is rape (as defined in law)

Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

Where there is a report of sexual violence, the DSL must make a quick risk assessment and keep this under review. This must consider:

- The victim, especially their protection & support

- The alleged perpetrator
- All other children, staff or adults at the school, if in need of protection.

Careful consideration must be given about how the investigation will be made and external agencies will be contacted as required. The perpetrator will be removed from classes shared with the victim while the facts are being established. One of four courses of action will be taken:

- Internal managing, in cases where for example sexual harassment is a one-off incident
- Early help, for example stopping non- violent sexual behaviour from being escalated.
- Referral to children's social services, where there is an immediate risk
- Reporting to the police, for example in cases of rape, assault by penetration or sexual assault.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For further guidance KPS follows the guidance contained in KCSIE 2022 Requires link.

The guidance covers: It covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

Decisions will be made on a case by case basis, with the DSL taking a leading role, supported by other agencies such as the police, social care and parents as appropriate. Support will be offered to both the alleged victim(s) and the student(s) accused. Parents will be included in discussions about the format that this support will take.

10.12 SEXTING (YOUTH PRODUCED SEXUAL IMAGERY)

Creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves. Sexting is defined as "sending or posting sexually suggestive images, including nude or semi nude photographs, via mobiles or over the Internet"

For such incidences

- Inform the DSL as soon as possible
- Support the children involved as appropriate and in accordance with their best interests
- Inform all parents of involved students unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If the school is to deal with the matter, involve parents in ensuring the images are deleted.
- If there is evidence of exploitation, blackmail or the deliberate targeting of a vulnerable student, inform the police.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the [UK Council for Internet Safety \(UKCIS\)](#), Sharing nudes and semi-nudes: advice for education settings working with children and young people.

10.13 DOMESTIC ABUSE

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. We encourage any student who is subjected to, or witnesses domestic abuse to come forward and receive the support they need.

10.14 SELF-HARM

This includes students cutting themselves, eating disorders and substance abuse. Please refer to the school's **Illegal Substances – smoking & alcohol Policy.**

10.15 SERIOUS VIOLENCE

Indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and bring this matter to the attention of the DSL, who will consult with the local authority and police as appropriate.

11. LEVEL 3 CONCERNS: CHILDREN IN NEED

At this level, which is defined by Section 17 of the Children Act (1989), a child is not immediately at risk, but his or her needs are already regularly unmet, and without the intervention of specialist support services working in partnership with the family, the child's situation will probably deteriorate still further.

Critical factors on deciding whether a child is in need are:

- What will happen to a child's health and development without services being provided?
- The likely effect the service will have on the child's standard of health and development.

Such children are at risk of moving onto level 4 without the provision of services which require a multi-agency and coordinated approach. The DSL is to be informed of such cases.

12. LEVEL 2 CONCERNS: EARLY HELP FOR CHILDREN WITH EMERGING PROBLEMS

At this level, additional support can be given to children who have vulnerabilities by professionals who are already involved with the child / young person and / or family, for example health, education staff. A coordinated approach, such as Early Help, can also resolve problems by children accessing services that meet a child's needs. The on-line referral form for Early Help can be found [here](#)

13. LEVEL 1 CONCERNS: UNIVERSAL SERVICES

At this level, children have no additional needs and worries or concerns are short-lived and can be resolved with support by extended family or the school. A welfare plan may well be put into place.

14. CONCERNS ABOUT A CHILD

14.1 RECORD KEEPING

The DSL is responsible for keeping accurate, detailed and secure records of pupil concerns, actions and outcomes. These are logged via CPOMS and only accessed by named members of the safeguarding and senior leadership team.

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing (signed and dated) and used to capture the child's voice and their daily lived experience.

We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

Schools should have at least two, if not three, contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2022)

14.2 TALKING TO STUDENTS

All members of staff and adults in contact with students are responsible for being vigilant in looking out for the safety and wellbeing of students and should be able to voice their concerns about any student's welfare. Staff may have genuine concerns that are backed by evidence or there may be occasions when staff may only suspect that a student may be at risk. The student's behaviour may have changed, their actions may reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk.

There may be occasions when a student may disclose something unexpected to them either on their own or preferably with a member of the safeguarding team present. **The staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets or promise to keep the matter confidential. The point at which they tell the student this is a matter for professional judgement

All staff and adults working at KPS have been given the following guidelines to follow, also detailed in the safeguarding blog:

Listen carefully to what the pupil is saying – do not appear shocked at any information that is disclosed.

Give them the tools to talk – use simple prompts to help them share what's happening and how they're feeling, e.g. is there anything else you wish to say? Can you explain what you mean? Do not bring your own interpretation into the situation or ask leading or investigative questions.

Let them know they've done the right thing by telling you – give them reassurance.

If they are being abused tell them it's not their fault and be reassuring through nods or words such as "I'm so sorry this happened"

Do not be afraid of silences.

Say you'll take them seriously. Make sure they can trust you and you'll listen and support them. Do not automatically offer physical touch as comfort.

Explain what you'll do next – speak to someone who will help from the safeguarding team. Never promise to keep it only to yourself but it will be shared with the relevant people.

A record must be made on CPOMS as to what has been alleged, noticed and reported, where it is kept securely and confidentially. Use of full names or linked initials is recommended to avoid ambiguity. A body map is also available on CPOMS as required. Nothing is too small to record and may add up to a larger picture. Staff are also encouraged to have a conversation with the DSL. The DSL is then responsible for making

decisions about referrals. The DSL must differentiate between children who are at need of additional support (in need) and those considered at immediate risk (at risk).

For those students in need pastoral support can be offered, early help or the Bi-borough LSCP / LADO can be contacted for advice or to report allegations. Safeguarding leads should include body maps and any accompanying documentation when submitting referral forms.

All staff have a right to contact the LSCP directly if they feel that a situation is not improving or to challenge an inaction. Those students in need of additional support from one or more agencies will need to use the CAF (Common Assessment Framework) and "Team around the child" (TAC) approaches.

Alternatively, there may be circumstances when a child is at risk and action will need to be taken immediately. The DSL will contact children's social area or police if a crime has been committed and this should be reported within 24 hours / one working day. In such cases the DSL informing the parent/carer of a referral might put the child at risk, and parental consent is not required for referrals to statutory agencies.

This is summarized in the following flow chart:

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', reassure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

In addition:

- Inform the Designated Safeguarding Lead without delay and follow the safeguarding process.
- Complete the Safeguarding incident/welfare concern on CPOMS and forward it to the DSL.
- *Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.*
- Further information *about* what to do if you are worried that a child is being abused is available [here](#) in advice for practitioners.

See **Appendix A** for further details with named individuals

14.3 TALKING TO THE FAMILY AND THE CHILD

Advise for the DSL and their team:

- In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision.
- It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred
- When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.
- How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from professionals in the Bi-Borough LSCP Team or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the Children's Referral Team, unless you consider that this would place the child at increased risk of significant harm.
- You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear.
- Contact details are as followed:
 - Kensington and Chelsea (Sixth Form) – socialservices@rbkc.gov.uk or tel: 020 7361 3013
 - Westminster (Senior School) – accesstochildrensservices@westminster.gov.uk or tel: 020 7641 4000
 - Police – 999
- If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- When you make your referral, you should agree with the Children's Referral Team what the child and parents will be told, by whom and when.

15. Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

- behaved in a way that has harmed a child, 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 would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If the safeguarding concern or allegation involves the conduct of a member of staff (including the safeguarding team and DSL) or volunteer, a visitor or a trainee the Headmaster must be informed. The Headmaster will then inform the LADO.

If the safeguarding concern or allegation is about the Headmaster, the information should normally be passed to the Chair of KPS Advisory Board who will then notify the LADO (without informing the Headmaster). If the chair of KPS Advisory Board is unavailable, the LA or police should be contacted directly.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that **does not** meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy.

All allegations will be dealt with quickly and fairly, in a manner that respects all parties.

15.1 PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF

Ongoing involvement in cases:

- Liaison by the Headmaster (or chair of KPS Advisory Board) with the Allegations Manager (LADO) or other relevant agencies, such as the police, to decide further steps that need to be taken, within 24 hours of the allegation.
- The school will make every effort for the case to remain confidential while the investigation is under way. The teacher concerned is legally entitled to anonymity until charged with the offence. The Education Act (2002) prevents the publication of any material that could lead to the identification of the person in question, either by the school or associated individuals such as parents.
- If the member of staff under investigation is resident on the boarding premises, alternative accommodation will be found away from the boarders.
- Co-operation with the investigating agency's enquiries as appropriate (including

working closely with the employment agency in the case of supply teachers).

- The person against whom an allegation is made should be informed as soon as possible and be warned that anything said will be recorded. They should also be advised to contact their trade union representative and be given access to welfare counselling or medical advice.
- If there any child at school is potentially at risk of harm, the person is to be suspended, pending the findings of the investigation by the Teaching Regulation Agency.

Relevant documents:

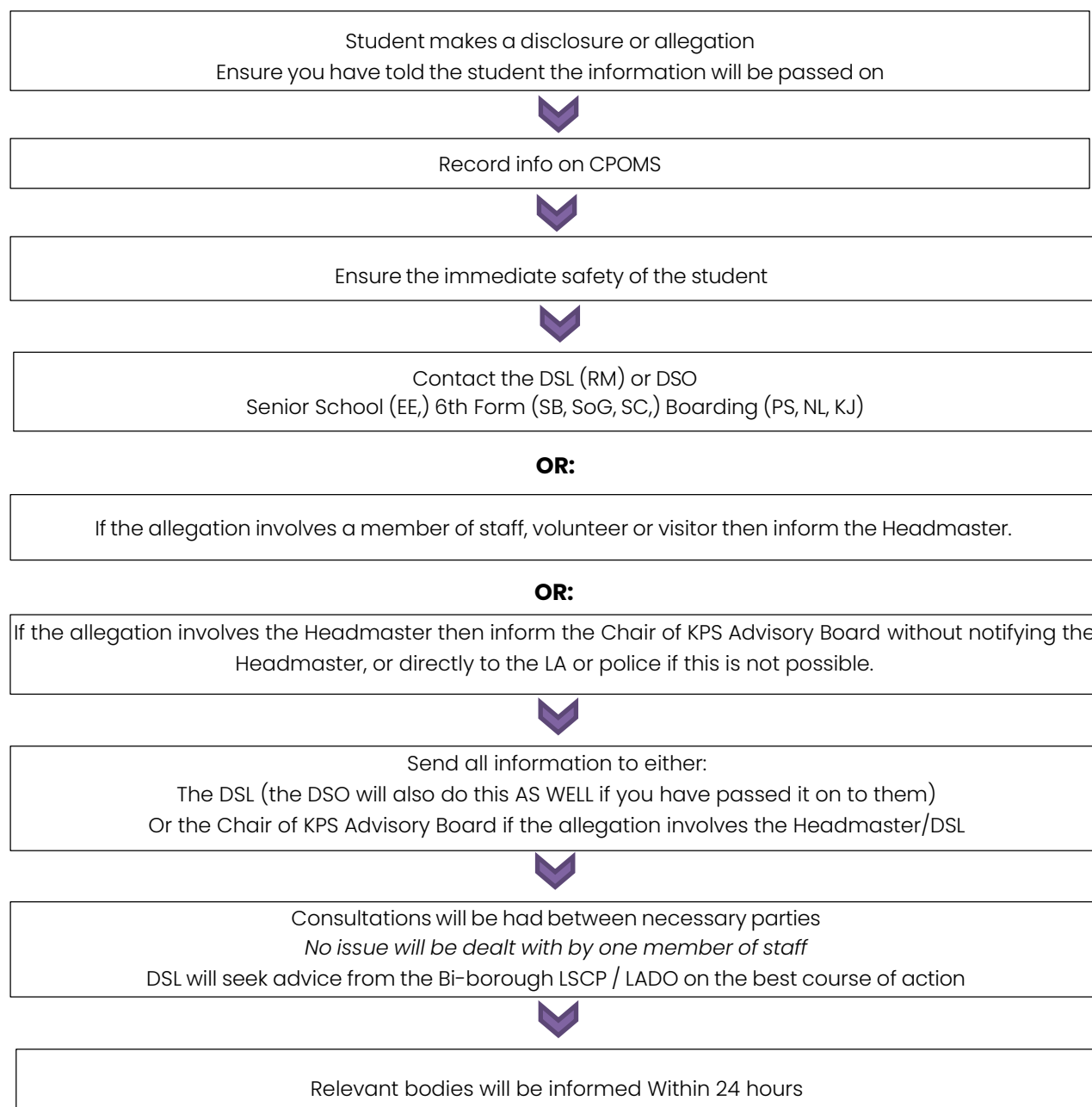
- DfE "Keeping Children Safe in Education: Statutory guidance for schools and colleges" September 2022 – Part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers.

Outcomes:

- After an initial enquiry there may be no need to take further action.
- If the outcome is malicious, false, unsubstantiated or unfounded, a confidential record will be kept but this will not affect the persons present employment or be mentioned in any reference for employment elsewhere.
- If the allegation is substantiated, there will be referral to the DBS or The Teaching Regulation Agency, and it will be mentioned in any future reference. The person concerned will either decide to resign or be asked to leave.

In the case of allegations about a former member of staff or former pupil now above the age of 18, this information should be passed to the Headmaster who, after checking records, will inform the police.

16. SUMMARY OF PROCEDURES: STAFF AND PUPILS



NB: Anyone may and should feel able to make a referral directly in exceptional circumstances. If the issue involves the potential for serious harm then Children's Social Services should be informed from the outset and the Police or NSPCC should be contacted if necessary. Such exceptional circumstances include:

- the situation being an emergency and the Designated Safeguarding Lead/the Headmaster, the Chair of the KPS Board or the safeguarding team, are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

17. WHISTLE BLOWING

All adults should report concerns about poor or unsafe practice within the School that may put students at risk and should follow the school's **Whistle Blowing Policy**.

In addition, all staff and volunteers are encouraged to discuss any aspects of the School's safeguarding regime which is not consistent with the standards and values of the School and does not meet the expectations detailed within this policy – the process for this is detailed below.

17.1 CONCERNS ABOUT POOR OR UNSAFE PRACTICE AND POTENTIAL FAILURES IN THE SCHOOL'S SAFEGUARDING REGIME INCLUDING LOW LEVEL CONCERNS

All staff and volunteers are encouraged to discuss any aspects of the School's safeguarding regime which is not consistent with the standards and values of the School and does not meet the expectations detailed within this policy, the staff handbook and other related School policies. Equally, any member of staff or volunteer is encouraged to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime.

All concerns, including Low Level Concerns, from any member of staff (irrespective of role within the School) or a volunteer will be taken seriously, even if it is simply a "nagging" feeling. All concerns, including Low Level Concerns, will be taken seriously and acted on in an appropriate and timely manner: these should be reported to the Headmaster – this can be done directly or via the DSL. The Headmaster, as the nominated person, will review the concern, review any previous concerns to look for patterns and make a decision as to either a referral to the LADO, a discussion with the LADO or progressing an internal process. Any action taken will be proportionate to the incident and will look to address further risk to children and young people.

- If a staff member feels unable to raise an issue with either of the Designated Safeguarding Lead/ Headmaster then they should contact the Member of the KPS Advisory Board with Responsibility for Safeguarding – details provided in Section 1.2 above.
- Should the individual wish to remain anonymous, then any concerns should be addressed to the HR manager who will then pass these anonymously to the Designated Safeguarding Lead/ Headmaster, or the Member of the KPS Advisory Board with Responsibility for Safeguarding.

Where a staff member or volunteer feels unable to raise an issue with any of the above, or feels that their genuine concerns are not being addressed, then they can use the following contacts:

- general guidance on whistleblowing can be found via: Advice on a: Advice on Whistleblowing
- the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being

handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

- the Local Area Designated Officer for Safeguarding – details provided in Section 1.2 above.

18. CONFIDENTIALITY AND SHARING INFORMATION

Guidance on information sharing is given in the government publication [‘Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers’](#). All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL/the Headmaster or the Chair of KPS Advisory Board (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, [‘Keeping Children Safe in Education’](#) (DfE) emphasises that **any** member of staff can contact Children’s Social Care if they are concerned about a child.

Child protection information will be stored and handled in line with Data Protection principles. Information should be processed for limited purposes and in accordance with the data subject’s rights; it should be accurate, adequate, relevant and not excessive; and it should be kept securely and for no longer than is necessary. All child protection records are stored on CPOMS and only available to relevant individuals.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that students and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headmaster.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

18.1 EARLY HELP

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

18.2 CHILDREN WHO ARE AT RISK OF SIGNIFICANT HARM OR IMMEDIATE DANGER

If at any time a child has suffered, is at risk of significant harm or danger, **a referral must be made immediately to children's social services and / or the police**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org/ and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are

made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

18.3 SUPPORT TO PUPILS (INCLUDING THOSE ABOUT WHOM THERE ARE MENTAL HEALTH CONCERNS)

KPS recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way, and that it is likely to adversely impact their mental health and emotional well-being. Many factors can contribute to an increased risk of being abused, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our students receive equal protection, for example, we will give special consideration to students who are:

- disabled or have special educational needs
- young carers at home during leave periods
- living in a domestic abuse or violence situation
- affected by parental substance misuse
- living away from home
- vulnerable to being bullied, or engaging in bullying, potentially in gangs
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- involved directly or indirectly in Child Sexual Exploitation (CSE)
- do not have English as a first language
- vulnerable to extremism or radicalisation (See Appendices 3 & 4)
- at risk of honour-based abuse (HBA), including female genital mutilation (FGM) or forced marriage.

It is important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may

be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or a member of the safeguarding team. The school's Emotional Well-Being and Mental Health policy document also explains this in greater detail and should be researched as and where necessary.

KPS seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and DSOs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care. General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education, September 2022".

We recognise that all matters relating to child protection are confidential, in the sense that they must not be generally discussed. The DSL will only disclose any information about a young person to other members of staff on a 'need to know' basis. All staff must be aware that they have a professional responsibility to share information with other agencies, through the defined school channels, in order to safeguard children. All staff must be aware that they cannot guarantee confidentiality to a young person when listening to any disclosure since an issue may need to be referred on.

19. SUPPORT FOR STAFF

KPS has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance.

KPS's safer recruitment processes follow the Statutory Guidance: "Keeping Children Safe in Education" September 2022, Part Three: Safer Recruitment.

All staff receive Safeguarding training as part of their induction programme at KPS and are briefed on the code of conduct for adults working with children. Safeguarding Induction follows the guidance given in KCSiE and covers the following points:

All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory

bullying)⁶

- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who go missing from education, and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, **all** staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e- bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All staff will be aware of their local early help process and understand their role in it.

All staff will be aware of the process for making referrals to local authority children's social care and for statutory assessments⁷ under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff will know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened.

This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to **all** staff at induction.

In addition, on Firefly, all staff have access to the following:

- KPS **Child Protection & Safeguarding Policy**
- [Keeping Children Safe in Education](#) Part 1 and Annex A
- **Behaviour & Expectation Policy**
- **Staff Code of Conduct**
- **Whistleblowing Policy**
- **Anti-Bullying Policy**

All staff receive annual training and updates.

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure, or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

KPS will provide all the relevant information in references for a member of staff moving on from KPS to a different employment including if there have been safeguarding concerns (see procedures for dealing with allegations against staff)

20. WORKING WITH PARENTS/CARERS

KPS will:

- Ensure that **parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.**
- **Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services (Children's Social Care)** or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

21. OTHER RELEVANT POLICIES

The KPS Advisory Board's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance

- **Anti-Bullying Policy**
- **Discipline – Behaviour & Expectations policy**

- Code of Conduct for Staff
- Complaints Procedure
- **Data Protection Policy**
- **Trips & Educational Visits Policy**
- **Equal Opportunities Policy**
- **IT & E-Safety Policy**
- **First Aid Policy**
- **Health and Safety Policy**
- **ICT Administration & Acceptable Use Policy**
- **Illegal substances, smoking and alcohol Policy**
- **Emotional Well-Being and Mental Health Policy**
- **Attendance & Lateness Policy including child missing from education procedure**
- **Safer Recruitment Policy**
- **PSHE Policy & Relationships and Sex Education Policy**
- **Risk Assessment Policy**
- **Special Educational Needs & Disabilities Policy**
- **Whistleblowing Policy**

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

22. STAFF CODE OF CONDUCT

Adherence to this code should ensure that both students and staff, whether paid or unpaid are safe from misconduct or unfounded allegations of misconduct. Therefore, while communicating with the students staff will:

- avoid all situations where they are on their own with a student unless necessary and, in such situations, ensure that there is easy sight of the classroom (no closed doors) and that there is another member of staff or support staff in the vicinity.
- have approved the arrangements for one-to-one tuition or coaching. Last minute or informal arrangements should be avoided wherever possible.
- use only school email addresses, in a formal and professional manner. This should be readily available for scrutiny if necessary.
- not use student's mobile telephone numbers without express permission of the

students' parents and in exceptional circumstances. Text messages should also be avoided.

- ensure all out of school contact with students is authorised by their parents or guardians and / or a senior member of staff.
- avoid giving lifts to students, particularly one-to-one, other than in an emergency when a senior member of staff should be informed.
- seek advice from a senior colleague if a student's need to speak to you seems out of the ordinary or makes you feel uncomfortable.

The school will, on occasion, employ ex-students, who have recently completed their studies, to work in temporary or part-time positions during the recruitment season.

The school acknowledges that the established relationships between these particular individuals and current students may have an impact on the nature of their communication and contact that is distinct from other employees. The school will inform such staff of our **Safeguarding & Welfare Policy** and appropriate good practice but if a member of staff has any concerns about this situation, then they are encouraged to contact their line manager or the DSL without delay.

If teaching one-to-one lessons

- avoid meetings with pupils in remote, secluded areas of the school;
- ensure there is visual access and/or an open door in one to one situations;
- inform other staff of the meeting beforehand, assessing the need to have them present or close by;
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy;
- consider the needs and circumstances of the child/children involved.

22.1 PHOTOGRAPHY / VIDEO RECORDING / AUDIO RECORDING

- Any recording taken of a student must be for legitimate academic / educational reasons. The validity and necessity of such recording must be transparent and obvious or approved in advance by a line manager.
- Student consent must always be obtained in advance of any recordings. Recordings must never be clandestine.
- Care must be taken if recording images of students in clothing other than normal school dress, e.g. sports kit or costume drama. It is never acceptable to record images where students may not be fully dressed, e.g. backstage in drama productions or changing rooms or sports venues.
- It is good practice to use designated school equipment to make such recordings. If

staff or students have to use their own personal IT equipment to record images, then the appropriate designated safeguarding person should be informed. Recordings taken with personal equipment must be transferred to school IT facilities without undue delay and immediately deleted from the personal equipment. It is good practice to ask a member of the IT helpdesk personnel or a colleague to verify this transfer and deletion.

- All recordings of students on School or personal equipment must be deleted or destroyed once their specific educational purpose has been achieved.
- Any temporarily stored recordings must be held on a school issued computer. They must not be held on a personal computer or equivalent IT device. Copies must not be made nor distributed or shared.

22.2 YOU SHOULD ALWAYS:

- Adhere to all School policies, many of which are specifically written with safeguarding in mind.
- Those found in the staff handbook are among others:
 - staff **IT and Communications Systems.**
 - **Acceptable Use Policy**
 - **Social Media Policy**
 - **Communications Policy**
 - **Whistle Blowing Policy** (also on website), staff code of conduct
 - **Anti-corruption & Bribery Policy**
 - **Staff Anti- Bullying Policy**, capability procedure (standards and expectations)
 - **Equal Opportunities Policy**
 - **Health and Safety Policy** (also on website)
 - student **ICT & E-safety Policy.**
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the students.
- Observe other people's right to confidentiality (Unless you need to report something to the Designated Safeguarding Lead e.g. concerns about a child protection issue).
- Treat all students equally; never build 'special relationships' with individual students or confer favour on particular young people in our care.
- Understand that, in dealing with allegations or incidents of bullying, it may be necessary to invoke safeguarding procedures. Detailed guidance on bullying and racist incidents and the procedures to follow are provided by the school's **Anti-**

bullying Policy (available on the school's website)

- Only use reasonable force (the minimum force required) in an emergency situation, and as a last resort, when there is a risk of injury between students and / or staff.

Please note:

It is the perception of the person subject to a remark or action rather than your stated intention that defines 'appropriate' or 'inappropriate'.

Reasonable force and restraint

The Children Act of 1989 has been commonly misinterpreted to mean that any physical contact with a child is unlawful. This is not the case. Where necessary reasonable force can be used to control or restrain pupils, however the School Standards and Framework Act 1998 forbids corporal punishment.

As per the School's discipline – **Achievement, Behaviour, Rewards and Sanctions Policy** and **Exclusions, Suspension, Removal and Review Policy** corporal punishment is forbidden in all circumstances and is contrary to school policy.

Teachers and other persons who are authorised by the Headmaster to have control or charge of pupils are allowed to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following.

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

This provision under law applies when a teacher, or other authorised person, is on the school premises and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on an authorised out of school activity.

Everyone also has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

Similarly in an emergency, any member of staff would be entitled to intervene. Teachers and other authorised staff are also entitled to intervene in other less extreme situations, which fall into the following three broad categories:

1. where action is necessary in self-defence or because there is an imminent risk of injury.
2. where there is a developing risk of injury or significant damage to property.
3. where a pupil is behaving in a way that is compromising good order and discipline.

The use of “reasonable force” will always depend on the circumstances of the case. There is no legal definition of it. However “reasonable in the circumstances” means using no more force than is needed. Section 93 of the Education and Inspections Act 2006 allows teachers to use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

The Headmaster and staff authorized by him can use such force as is reasonable given the circumstances to conduct a search for “prohibited items” in accordance with Section 550ZB(5) of the Education Act 1996. However, force cannot be used to allow staff to search for other items banned purely under school rules.

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent and should be the minimum required. Force is usually used to either control or restrain.

A report should be written as soon as possible after the incident and submitted to the Headmaster. Staff may wish to consult a senior member of staff or a representative of their professional association when compiling a report.

Reference: DfE’s ‘Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies July 2013’.

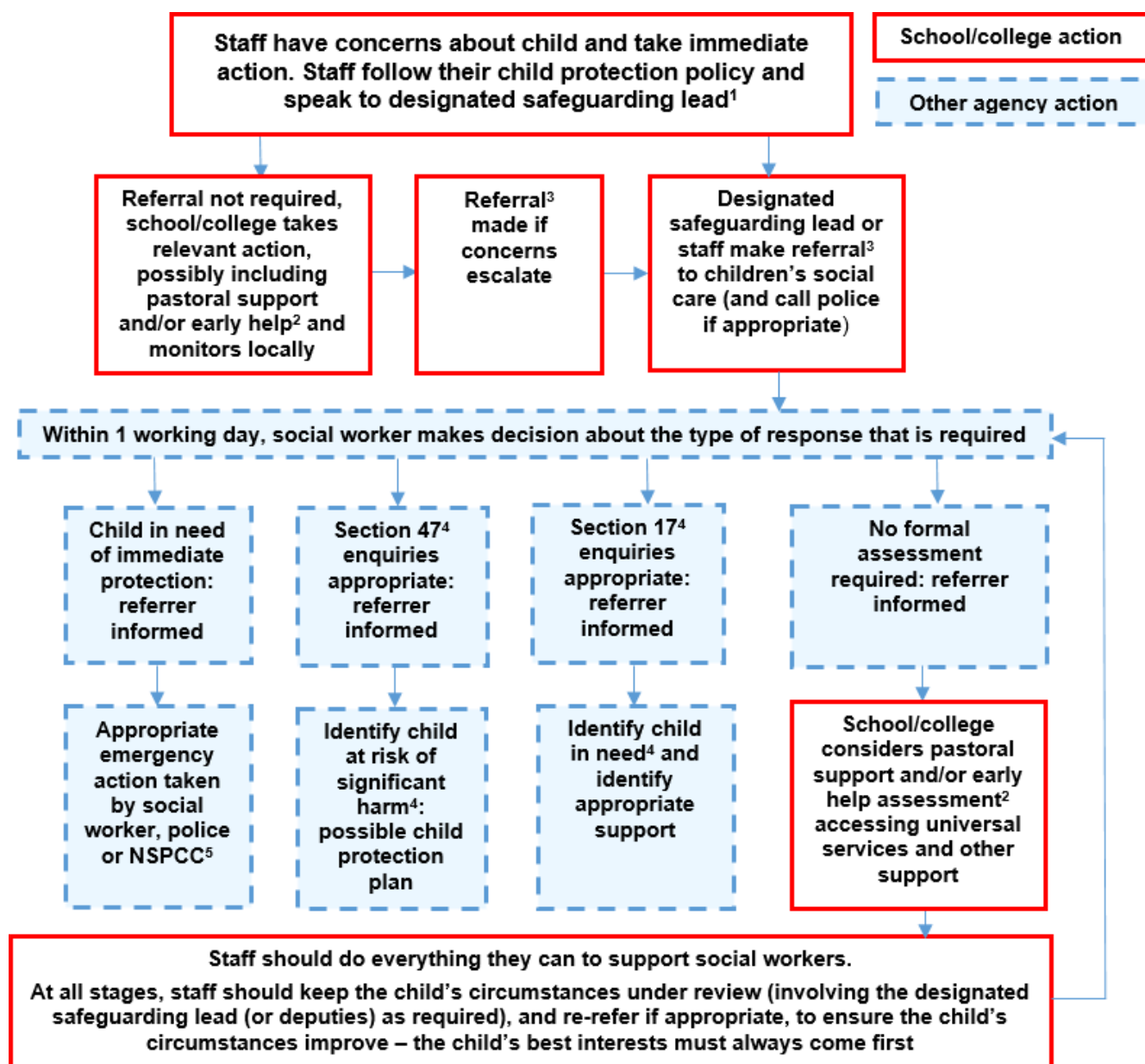
Staff should Report the following circumstances to the School DSL (as soon as possible)

- Any behaviour or situation, which may give rise to complaint, misunderstanding or misinterpretation.
- Any difficulties that you are experiencing, for example, coping with an unruly student; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another person working (report to the Headmaster) in the School, which give you cause for concern or breach of this code of conduct or other School policies and procedures.

22.3 YOU SHOULD NEVER:

- **Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for student's welfare.**
- Touch students in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any student.
- Make arrangements to contact, communicate or meet students outside of work.
- Have any electronic contact, including through social media with any current or past student unless this has been authorised by the Headmaster/DSL.
- Develop 'personal' or sexual relationships with a student.
- Make inappropriate* remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.
- Intentionally embarrass or humiliate students, for example, by using sarcasm or humour in an inappropriate* way.
- Allow, encourage or condone student to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.

APPENDIX A: FLOW CHART FOR PROCESSING STUDENT CONCERNS



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).

APPENDIX B: RADICALISATION & EXTREMISM RISK ASSESSMENT, KPS

	Yes/No	Evidence
Does the school have a policy?	YES	See section 7.8 of this policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	YES	When required with the metropolitan police and Channel team.
Have staff received appropriate training?	YES	Training and awareness sessions for staff on Educare
Has the school got a trained Prevent lead?	YES	The DSL has general training and is in the process of being trained as the Prevent Lead
Do staff know who to discuss concerns with?	YES	Named in Child Protection & Safeguarding Policy
Is suitable filtering of the internet in place?	YES	Smoothwall filtering in place, sites blocked and reports generated and checked.
Do children know who to talk to about their concerns?	YES	Covered in whole school assemblies, as well as PSHE sessions
Are there opportunities for children to learn about radicalisation and extremism?	YES	This is covered in PSHE lessons. Possible liaison with local police in the future.
Have any cases been reported?	YES	
Are individual pupils risk assessed?	YES	None identified at this time
What factors make the school community potentially vulnerable to being radicalised?	London location & use of social media	
Risk evaluation	Low	Way Forward: Continue to raise pupil, parent and staff awareness and to monitor and report as needed.

Date completed: June 2023

Signed: Ryan Mitchell (DSL)

Last updated: June 2023

APPENDIX C: CHILD PROTECTION & SAFEGUARDING – INFORMATION FOR PARENTS

KPS aims to safeguard and promote the welfare of every student in its care and protect them from serious harm. All staff and volunteers are vetted for their suitability to work with children prior to appointment. All staff and volunteers are trained in safeguarding and child protection, and they will report any concerns in accordance with official local safeguarding procedures.

The school has a Child Protection and Safeguarding policy which is regularly reviewed and this is available on the school website

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of harm. There are four categories of abuse: physical, sexual, emotional, neglect.
- In some cases the school is obliged to refer cases to the local children's safeguarding board (Bi- borough LSCP) so that a student's needs can be assessed and to consider whether an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to the LSCP if it is thought that this might either put the student at risk or it is in the best interests of the student for the parents not to be told.
- The Bi-borough LSCP endeavours to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your son/daughter may have been abused you can contact the initial contact and advice team (ICAT) for children resident in:

Hammersmith & Fulham: 020 8753 6610 (Out of hours – 020 8748 8588)

Kensington & Chelsea: 020 7361 3013 (Out of hours – 020 7361 3013)

Westminster: 020 7641 4000 (Out of hours – 020 7641 6000)

- If you think the abuse may have happened at KPS you should contact the Designated Safeguarding Lead for Child Protection, who is the Headmaster (07970 317343). You should contact the Headmaster directly if the abuse involves a member of staff or, if the Headmaster himself is involved, the Chairman of KPS Advisory Board should be contacted.
- If school staff need to express concerns about a child or refer a child to the Bi-borough LSCP, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.

APPENDIX D: CHILD PROTECTION & SAFEGUARDING – INFORMATION FOR STUDENTS

General:

KPS aims to provide an environment in which there are effective procedures for safeguarding and promoting the welfare of all students in our care. The school starts from the premise that the welfare of the child is paramount. Legally, a child is anyone under the age of 18, but we do have a 'duty of care' for all students in the school. We aim to establish an ethos where students feel secure, know that there are adults to whom they can talk in times of difficulty and where positive steps are taken to build self-esteem and confidence. We also recognise the importance of working with other agencies to ensure the welfare of children under our protection. The school intention is to:

- Promote the health, safety and welfare of all students in our care.
- Prevent threats to pupil welfare by creating a safe environment and a strong pastoral system.
- Protect those in our care by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately to child protection concerns.

Roles and Responsibilities:

All adults working with children have a responsibility to safeguard and promote their welfare. There are, however, key people within KPS who have specific responsibilities.

The Headmaster, Stephen Mellor, is the Designated Safeguarding Lead (DSL) with the responsibility for overseeing safeguarding and child protection within the school and person to whom all child protection issues should be notified. He is supported by a number of Designated Safeguarding Officers (DSOs) who are also trained in safeguarding. Mr. Stephen Mellor was a member of the KPS Advisory Board with the responsibility for safeguarding.

Main DSL for the School	Ryan Mitchell	r.mitchell@kps.co.uk k 07525 589518
DSO Senior School	Elizabeth Emerton Head of Senior School	e.emerton@kps.co.uk k 07896 176628
DSO 6th Form	Sushma Bunger, Head of Sixth Form	s.bunger@kps.co.uk
DSO 6th Form	Simon Clarke Y12 Head of Year	s.clarke@kps.co.uk
DSO 6th Form	Sonya Galouzis Y13 Head of Year	s.galouzis@kps.co.uk

DSL for boarding	Paula Southam Head of Boarding	p.southam@kps.co.uk +44 (0)20 3725 3154 / 0773 627 6293
DSO Boarding	Nadine Lowe	n.lowe@kps.co.uk
DSO Boarding	Kobi Jeffrey	k.jeffrey@kps.co.uk
DDSL Senior School	Peter Brazier Head of Year 11	p.brazier@kps.co.uk
DDSL Senior School	Emma Stowe Head of Year 10	e.stowe@kps.co.uk
DDSL Senior School	Laurance Fuld Head of Year 9	L.fuld@kps.co.uk
DDSL Senior School	Hamdi Mohamed Head of Year 8	h.mohamed@kps.co.uk
DDSL Senior School	Matthew Travers Head of Year 7	m.travers@kps.co.uk
Trained SEN staff	Vasileios Kalaitzidis	v.kalaitzidis@kps.co.uk
Independent Listener	Rachel Dymond (volunteer)	contact@independentlistener.org 07888153238
A member of the KPS Advisory Board with responsibility for safeguarding	Geoff Feavvour	g.feavvour@kps.co.uk
Headmaster	Stephen Mellor	headmaster@kps.co.uk
Chair of the KPS Advisory Board	Stephanie Wicks	clerk@kps.co.uk
Designated teacher for looked after children	Elizabeth Emerton	e.emerton@kps.co.uk

What is child abuse?

“Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by

inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children". (KSCIE September 2021)

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm.

It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a child regardless of their age, gender, race or ability. Abusers can be adults (male or female) and other young people (child-on-child abuse), and are usually known to and trusted by the child and family. More rarely this may be by others (e.g. via the internet)

There are four main types of child abuse: **physical abuse, sexual abuse, emotional abuse** and **neglect**.

The abuser may be a family member, or they may be someone the child encounters in a residential setting or in the community, including during sports and leisure activities. An individual may abuse or neglect a child directly, or may be responsible for abuse because they fail to prevent another person harming that child. Children can abuse other children.

Some allegations or incidents of bullying (whether homophobic, racist, religious, sizeist, sexist, cyberbullying and bullying because you are different) may invoke safeguarding procedures.

More details can be found on the [NSPCC website](#).

Procedure to be followed by a student if abuse is suspected:

All members of staff are trained in safeguarding so you can talk to the person you feel most comfortable to share your concerns with. Alternatively, you may contact any of the independent agencies listed below.

Other external independent agencies:

NSPCC	0800 800500
NSPCC Report Abuse in Education Helpline	0800 136 663
Childline	0800 1111
Samaritans	116123
OFSTED	0300 123 4666
Crimestoppers	0800 555 111

A full copy of the KPS Child Protection and Safeguarding Policy is available on the school website.

APPENDIX E: RESPONSE TO COVID-19: BLENDED LEARNING

In the light of the challenges presented by COVID-19, some pupils may still access their learning on-line. In this case the following safeguarding principles remain the same:

- With regard to safeguarding the best interests of children must continue to come first.
- If anyone within the school has a concern about a child they must act immediately. All staff were reminded before the school's closure that their child protection and safeguarding responsibilities still apply in the case of remote learning. All staff have access remotely to CPOMS and this MUST continue to be used.
- All staff are to be aware of how to spot potential wellbeing and mental health issues, with training on mental health and wellbeing in youth being offered on-line. All concerns must be reported through CPOMS. There are regular catch ups with pupils in tutor groups, one-to-one and via assemblies for the Senior School, 6th form and for pupils who would have been in boarding.
- Contact details for the school's DSL and DSO's are available on the front page of Firefly. Pupils also have the DSL's mobile phone number printed on the reverse of their key fobs. These members of staff can be accessed via CPOMS, email, Teams and the DSL by phone.
- Through Firefly pupils are also signposted to age appropriate practical support from the likes of:
 - o [Childline](#) – for support
 - o [NSPCC](#) – helpline for victims of sexual harassment abuse in schools
 - o [UK Safer Internet Centre](#) – to report and remove harmful online content
 - o [CEOP](#) – for advice on making a report about online abuse
- Regular safeguarding meetings are being maintained during term time and individual cases are being followed up as appropriate.
- As detailed in the document above all staff and volunteers must continue to be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues or volunteers. If an allegation is made, the member of staff or volunteer receiving the allegation MUST immediately inform the Headmaster/DSL or, in their absence, the DSO.
- It is essential that unsuitable people are not allowed to gain access to children. Staff are only to contact pupils using their school email addresses or through Teams. A member of the SMT is included in every Team teaching group that operates. One-to-one teaching with pupils is to be avoided where possible. However, where one to one interactions and lessons do occur a member of the SMT and relevant HOF should be included in the team. The timing of conversations with individual students is also logged through Teams.
- Children should be protected while on-line. The school will do all it reasonably can to

keep all of the children safe. All staff are required to continue to look out for signs that a child may be at risk. Form tutors are to check in with each pupil at the start of each day and be the first point of contact. Pupils are expected to adhere to the school's behaviour policy, when working on-line.

- **Guidance from the UK Safer Internet Centre on safe remote learning** and from the **London Grid for Learning on the use of videos and livestreaming** are useful references for helping staff to plan online lessons and/or activities safely when delivering Blended Learning
- The school's communication with parents and carers will be used to reinforce the importance of children being safe on-line. The following sites could be helpful: **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
- Welfare and child protection records of pupils who are either leaving or joining the school will continue to be shared with the receiving institution in whatever way the school reasonably can.
- Appropriate checks are carried out for any new member of staff joining KPS and safeguarding training is given