



KINGSMEAD SCHOOL, 6-12 BERTRAM DRIVE, HOYLAKE, WIRRAL, CH47 0LL
0151 632 3156

SAFEGUARDING (CHILD PROTECTION) POLICY 2017/18

The Safeguarding (Child Protection) Policy applies to the whole School including the Early Years Foundation Stage (EYFS)

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer (LADO)	Suzanne Cottrell	0151 666 4582 07780 508919 suzannecottrell@wirral.gov.uk
Wirral Local Safeguarding Unit Central Advice Duty Team (CADT) & Multi-Agency Safeguarding Hub (MASH) Emergency Duty Team Police, Family Crime Investigating Unit Wirral Family Safety Unit		0151 666 4442 0151 606 2008 (Mon-Friday 9am-pm) 0151 677 6557 (out of hours) cadtsocialcare@wirral.gcxs.gov.uk 0151 777 2884 In an emergency always dial 999 0151 606 5440
Support and Advice about Extremism – Prevent Lead for the Local Authority Prevent/Police Co-Ordinator	Mark Camborne D.S. Darren Taylor Department for Education	0161 606 2071 markcamborne@wirral.gov.uk 0151 777 8433 Emergency: 999 020 7340 7264 counter.extremism@education.gov.uk
NSPCC whistleblowing advice line		Weston House, 42 Curtain Road, London EC2A 3NH 0800 028 0285 help@nspcc.org.uk
Disclosure and Barring Service		PO Box 181, Darlington DL1 9FA 01325 953795 Dbsdispatch@dbs.gsi.gov.uk
National College for Teaching and Leadership		53-55 Butts Road, Earlsdon Park, Coventry CV1 3BH 0207 593 5393 misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children		0300 123 3155 (Monday to Friday 8am- 6pm) Whistleblowing@ofsted.gov.uk

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KEY SCHOOL CONTACT DETAILS

Governors	Mr T Turvey	Chair of Governors 0151 632 3156
	Mrs A Renison	Designated Safeguarding Governor 0151 632 3156
Designated Safeguarding Leads (DSL)(whole School including EYFS)	Mrs S Hepworth	0151 632 3156 shepworth@kingsmeadschool.com
	Mr M Gibbons	0151 632 3156 headmaster@kingsmeadschool.com
Deputy Safeguarding Leads	Mrs G Mallery	0151 632 3156 ext 301 gmallery@kingsmeadschool.com
	Mrs J Cowan – EYFS	0151 632 3156 ext 300 jcowan@kingsmeadschool.com
	Mrs A Gibbons	0151 632 3156 ext 235 agibbons@kingsmeadschool.com
	Mrs C Liddy	0151 632 3156 ext 240 cliddy@kingsmeadschool.com
Designated Teacher for Looked After Children	Mrs S Hepworth	0151 632 3156 shepworth@kingsmeadschool.com
Headmaster	Mr M Gibbons	0151 632 3156 headmaster@kingsmeadschool.com

The Safeguarding (Child Protection) Policy is available on the School website www.kingsmeadschool.com and hard copies of the policy are available on request. Please contact Reception to request a hard copy.

The School has a legal duty to report any concerns if it is thought that a child's welfare may be at risk.

The policy will be reviewed and approved annually (as a minimum) by the School's Governing Body.

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Abbreviations

CADT	Central Advice and Duty Team	DBS	Disclosure and Barring Service
DfE	Department for Education	EYFS	Early Years Foundation Stage
LADO	Local Authority Designated Officer	MASH	Multi-Agency Safeguarding Hub
NCSL	National College of Teaching and Learning (NCTL)	LSCB	Local Safeguarding Children’s Board
PSHEE	Personal, Social and Health and Economic Education	DSL	Designated Safeguarding Lead
KCSIE	Keeping Children Safe in Education (Sept 2016)	SEND	Special Educational Needs & Disability
WT	Working Together to Safeguard Children (March 2015)		

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Safeguarding Policy

Statement of Intent

The safety and welfare of all our pupils at Kingsmead School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that each pupil can learn in safety.

This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (KCSIE September 2016)
 - Disqualification under the Childcare Act 2016 (June 2016)
 - What to do if you're worried a child is being abused (March 2015) :
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
 - Working Together to Safeguard Children (March 2015)
 - Information sharing: advice for practitioners providing safeguarding services (March 2015)
 - The Revised Prevent Duty guidance: for England and Wales (Prevent) July 2015
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)
- In all matters relating to child protection the school will follow the procedures laid down by Wirral's Local Safeguarding Children's Board (LSCB) ¹.
- Early Years Foundation Stage (EYFS) – Statutory Framework April 2017 – Statutory Guidance
- Children Missing Education September 2016 – Statutory Guidance
- Multi-Agency Guidance on FGM April 2015 – Statutory Guidance
- National Minimum Standards for Boarding Schools April 2015 – Statutory Guidance
- ISSRs 2014 – Statutory Regulations

This policy is applicable to the whole school community (including those pupils in the Early Years Foundation Stage (EYFS)).

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Everyone has a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. This includes a duty both to children in need and to children at risk of harm. All staff must read at least Part 1 and Annex A of KCSIE. Everyone should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

The School has arrangements for listening to children and providing early help. Pupils are informed that they can talk to their form teacher, the school counsellor or any member of staff that they feel comfortable talking too. Pupils also have access to a confidential online system called KOOH provided by the local authority.

¹ Although it may sometimes be appropriate to liaise directly with other local authorities in relation to the needs of children resident in those authorities, in an emergency, it is strictly speaking the duty of the social care department for the school's locality to assist the school

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What is Child Abuse?

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

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Abuse can be:

- Physical abuse
- Emotional abuse
- Sexual abuse; and/or
- Neglect

The departmental advice: What to do if you are worried a child is being abused-Advice for Practitioners (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

Annex A of KCSIE should also be referred to by all members of staff.

The KCSIE definitions of abuse are included as Appendix 6 and should be referred to by staff.

Transparency

Kingsmead School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on the school's website and available on request from the school office. We hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with promptly and consistently in accordance with this policy. Open communication is essential.

Other Safeguarding Issues

Safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviour linked to drug taking, alcohol abuse, truancy, gender based violence and sexting also puts children in danger.

The School recognises that children are capable of abusing their peers.

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When an incident involving youth-produced sexual imagery (sexting) comes to the schools attention:

- the incident should be referred to the DSL as soon as possible;
- the DSL will hold an initial review meeting with appropriate staff;
- the young people involved will be interviewed;
- parents will be informed at an early stage, unless there is a good reason to believe involving the parents would put the young person at risk of harm;
- if at any point in the process there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

The UK Council for Child Internet Safety guidance: Sexting in School and Colleges should be referred to by staff when dealing with any sexting incidents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Staff should also refer to DfE guidance: *Searching, Screening and Confiscation: advice for schools*

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The School also recognises that different gender issues can be prevalent in peer-on-peer abuse. All peer-on-peer abuse will be managed in accordance with this policy and any bullying incidents will be treated as a child protection concern where there is reasonable cause to suspect that a child may be suffering, or is likely to suffer significant harm.

A pupil against whom an allegation of abuse has been made may be suspended from the School whilst an investigation is undertaken. The School will take advice from the LSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LSCB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult until the investigation is completed. The School will always seek advice from either the police or LSCB as appropriate in relation to confidentiality.

Victims and perpetrators of peer-on-peer abuse will be offered appropriate support by the School.

Child's Wishes

The School is committed to acting in the best interest of the pupil at all times. Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by ensuring pupils know they can speak to any member of staff at any time. Pupils are also made aware that they can communicate any concerns by posting a note into the Pupil Concerns Box located by the Headmaster's office.

Pupils also have access to a confidential online system called KOOTH, provided by the Local Authority.

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Oversight of Safeguarding

Mrs Renison is the designated liaison Governor for safeguarding issues. The role of the designated Governor is to liaise with the DSL on issues of child protection or in cases of allegations against the Head or a member of the Governing Body. The Governors, in conjunction with the Designated Safeguarding Lead (DSL), carry out an annual review of the school's safeguarding policy and procedures with day-to-day issues being delegated to Mrs Hepworth (Member of SMT)(DSL) and the Headmaster. The governing body is responsible for:

- reviewing the procedures for safeguarding and the efficiency with which safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- approving any amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

Mrs S Hepworth (Senior Management Team) is the member of staff designated to take a lead in relation to responsibility for the safeguarding arrangements in the School.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation through annual Governor audit of our child protection procedures. The school draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

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

Induction and Training

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the school, receives induction and training in line with advice from Wirral LSCB.

All staff including temporary staff and volunteers are provided with induction training that includes:

- the child protection policy, including information about the identity and role of the DSL and deputy DSLs
 - the staff code of conduct, including the School's whistleblowing procedures and acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
 - a copy of Part 1 of KCSIE including Annexe A
 - School leaders and staff who work directly with children are also required to read Annex A of KCSIE
- Copies of the above documents are issued to all staff during induction.

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All staff are required to:

- read Part One of KCSIE and confirm that they have done so. Each time Part One of KCSIE is updated by the Department of Education, staff will be updated on the changes at the next Inset day;
- understand key information contained in Part One of KCSIE. Staff will be asked to sign a declaration to confirm they understand the information in KCSIE;
- receive training in safeguarding and child protection regularly, in line with advice from Wirral LSCB. Training will include online safety. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help;
- undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All new staff must read (and sign to confirm that they have read and understood) Part 1 and Annex A of KCSIE and the relevant school policies listed in our 'Induction of New Staff in Child Protection' Policy.

DSL(s)

The DSL receives updated child protection training at least every two years to provide the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in Wirral LSCB's approach to Prevent duties. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSLs' knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The deputy DSLs are trained to the same level as the DSL.

Promoting Awareness -Teaching children how to keep safe

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. Assemblies and PSHEE lessons regularly focus on e-Safety and provide clear guidance (at age appropriate levels) to all pupils about keeping safe online and about how to report concerns about online behaviours. Additionally during these times pupils are taught to build resistance to the risk of radicalisation.

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The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's monitoring system is called Sophos which provides web filtering to ensure that the School can be sure access to inappropriate websites is blocked. Sophos also enables the School to establish acceptable and unacceptable data use and monitor policies to ensure sensitive data is used wisely.

All pupils know that there are adults to whom they can turn to if they are worried, including the School Counsellor, Senior Master, Form Teachers and First Aiders. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- all pupils have access to the pupils' concern and suggestions box enabling them to request or highlight a problem in private;
- our Surgery displays advice on where pupils can seek help;
- we provide regular lessons and assemblies to pupils on e-safety and online protection and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on cyber-bullying please refer to the school's anti-bullying policy;
- pupils have access to a confidential online system called KOOTH.

Our Junior and Senior pupils have their own Student Planner which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as Childline, the Samaritans, and Bullybusters.

Please see the following policies and leaflets for further advice:-

1. Anti-bullying and cyberbullying policy
2. Anti-bullying pupil leaflet in Student Planner
3. Code of Conduct in Student Planner
4. Behaviour policy (issued to parents annually)
5. Discipline policy (Seniors)
6. Discipline policy (EYFS, Infants and Juniors)
7. E-Safety and the use of ICT, mobile phones and other electronic devices policy
8. E-Safety guidance for parents and guardians (issued annually)
9. E-Safety guidance for pupils in Student Planner

Looked after children

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

Mrs Hepworth is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

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Visiting Speakers

The Prevent statutory guidance requires school to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that the School can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the School site, will be supervised by a School employee. On attending the School, visiting speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School also keeps a formal register of visiting speakers retained in line with its Data Protection Policy.

Staff Obligations

Disqualification under the Childcare Act 2006 (June 2016) from providing childcare or registration for the provision of childcare, including 'by association'

All staff are required to notify the Bursar or Headmaster immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment and Selection Policy. Please see a list of relevant offences set out here:

<https://www.gov.uk/government/collections/dbs-referrals-guidance--2>

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare (including before school and after school clubs) for children who have not attained the age of 8 and also to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Bursar/Headmaster immediately. This will include any notifications of any convictions, cautions, court orders, reprimands or warnings an employee may receive. All employees must also notify the school immediately if they are living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Where a member of staff is found to be disqualified, including by association, or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be

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disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate. Staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. The Bursar/Headmaster can provide more details.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date on which disqualification checks were completed.

Use of Mobile Phones and Cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the Mobile Phone Policy. Neither staff nor children may use their own mobile phones to take photographs within the school's EYFS setting; nursery and up to Reception year. Please see the school's Data Protection Policy for the School's policy on taking photographs of pupils outside of these year groups. Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Headmaster.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early years setting is Mrs S Hepworth.

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

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

Staff who are disqualified from childcare or registration, including 'by association' may apply to Ofsted for a waiver of disqualification unless they are barred from working with children.

Preventing radicalisation (the Prevent Duty)

We recognise that it is a key role of the school to support children and that school may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness of and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel (Channel is a programme which focuses on providing support at an early stage to people who are

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identified as being vulnerable to being drawn into terrorism). The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk;
- assessing the nature and extent of that risk;
- developing the most appropriate support plan for the individuals concerned);

or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Department for Education non-statutory Prevent duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Home Office statutory Prevent duty guidance can be accessed on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Pr_event_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Channel General Awareness course can be accessed on the link

below: http://course.ncalt.com/Channel_General_Awareness/01/index.html

The School's particular training requirements are for all members of staff to either undertake the online Educare Prevent Duty training or to have completed the College of Policing Channel General Awareness module. The School uses SOPHOS to filter and monitor internet usage within the school.

Children Missing from Education

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school are managed in accordance with the School's Missing Child Policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more will be reported to the local authority. For further details, please see the Missing Child policy and EYFS Uncollected Child policy.

Child Sexual Exploitation

The School recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy.

So-Called 'Honour Based' Violence ('HBV')

So-called HBV includes Forced Marriage and Female Genital Mutilation ('FGM'). School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM: (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-of-fgm>)

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[guidance-on-female-genital-mutilation](#)) and pages 13-14 of the Multi-agency guidelines handles cases of forced marriage (<https://www.gov.uk/guidance/forced-marriage>).

From October 2015, all teachers (along with social workers and healthcare professionals) have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation: procedural information (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>)

The local police non-emergency number is 101.

Special Educational Needs and Disability

All staff need to be alert to the specific needs of pupils with special educational needs and/or disabilities, including young carers who may be particularly vulnerable. Those with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

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Online Safety

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's system is called SOPHOS. The system aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or cause harm;
- Children are taught about safeguarding, including online; and
- Staff are equipped with the knowledge to safeguard children online by completing online safety training.

The School's E-Safety Policy also sets out the School's approach to online safety.

Procedures for dealing with allegations or concerns about a child

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of looked after children. Mrs Hepworth is the appropriately trained teacher for looked after children in school.

The School wishes to engender a culture of openness and safety and therefore staff are encouraged to report any concerns that they have regarding safeguarding to the Headmaster or the DSL (or to the Chairman of Governors where the concern relates to the Headmaster or a Governor). Staff are reminded that the school's Whistleblowing Policy can be utilised if necessary.

The School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise and take advice from external agencies as appropriate.

Staff are reminded that abuse could be by one or more pupils against another pupil. Staff must adopt an attitude of 'it could happen here'.

If a member of staff suspects or hears an allegation or complaint of abuse or neglect from a child or third party, they must follow the relevant procedure below.

All staff should:

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

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Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report any concerns (including those where a pupil may benefit from early help or where it includes alleged abuse by one or more pupils against another pupil) to the DSL and submit an accurate written record of the disclosure or concerns. The DSL is Mrs S Hepworth (including EYFS), or in her absence the Deputy Designated Safeguarding Leads, Mr M Gibbons, Mrs Mallery, Mrs Cowan, Mrs Liddy or Mrs Gibbons. The DSL will report safeguarding concerns to the Headmaster. Reference will be made to an external agency if there is risk of significant harm. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by Wirral LCSB.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what service to provide. The school will listen and record the pupil's wishes, give feedback and follow local authority guidance.

Early Help

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

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

What staff should do if they have concerns about a child

If staff (including Governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If the child's situation does not appear to be improving, the DSL (or the person that made the referral) should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

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

Where staff have concerns that a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and or the police **immediately**. **Anyone** can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social

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care. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If staff members are unsure about whether or not a referral should be made, they should speak to the DSL. The DSL will contact the local MASH team (Multi-Agency Safeguarding Hub) or Local Authority Designated Officer (LADO) if applicable, for advice or direction.

The DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm, to the Local Authority CADT/ MASH or LADO (where applicable) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO will decide in the circumstances what further steps should be taken. This could involve calling the police.

The School will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police.

The School's Local Safeguarding Board website can be accessed via this link:

<https://www.wirral Safeguarding.co.uk/>

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

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism, staff should call the police on 999 immediately.

Advice and support can also be sought from children's social care.

The DSL, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, in consultation with local partners has assessed the potential risk in the local area. This assessment is discussed with the Headmaster, DDSL's and the Safeguarding Governor Mrs Renison, to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover/suspect an act of Female Genital Mutilation (FGM)

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. Please refer to Appendix 6 (Annex A KCSIE 2016 attached to this policy) for further guidance.

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What staff should do if a child goes missing from education

If a child goes missing from education, particularly on repeat occasions, this is a potential indicator of abuse or neglect. Please refer to the School's Missing Pupils Policy and Appendix 6 (Annex A KCSIE 2016) attached for further guidance.

The School will report to Wirral Education Authority a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

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

If staff have concerns about another staff member, then this should be referred to the Headmaster. Where there are concerns about the Headmaster, this should be referred to the Chairman of Governors. In the event of allegations of abuse being made against the Headmaster, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer at Wirral LCSB. Staff may consider discussing any concerns with the School's DSL and make a referral via them.

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

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

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

Arrangements for Dealing with Peer-On-Peer Allegations

Peer-on-peer abuse is recognised by the School as a form of abuse and is as serious as any other form of abuse. Victims of peer-on-peer abuse will be supported in the same way as victim of other types of abuse.

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault and gender-based issues. It should never be tolerated or passed off as "banter" or "part of growing up". Pupils should be made aware that all forms of abuse are unacceptable.

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

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from Wirral LCSB on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of

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abuse, the School will ensure that, subject to the advice of Wirral LCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought from Wirral LCSB and/or the Police as appropriate.

The School seeks to minimise the risk of this type of abuse by using Sophos software which is both a firewall and monitoring system of pupils' use of school computers. These logs are reviewed weekly by the Head of ICT. The School also provides regular e-safety training for pupils and staff at least once per year as part of the PSHEE programme and the DSL provides an e-safety talk to parents at Information Evenings.

All pupils and staff are required to read and sign our Acceptable Use Policy before they are allowed to access the School's computers. Pupils are required to turn off their phones and mobile devices during the school day.

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

Where the suspicion or complaint is in relation to terrorism or extremist ideas involving a pupil, staff must firstly raise this with the Headmaster or DSL without delay. The Headmaster or DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

The DSL will report safeguarding concerns to the Headmaster (provided they do not concern the Headmaster; if they do they will be reported to the Chair of Governors).

Kingsmead School's points of contact for children who are the focus of concern and/or are in need of help are as follows:

Wirral Central Advice and Duty Team;

9.00am–5.00pm 0151 606 2008 (Central Advice Duty Team (CADT)& Multi-Agency Safeguarding Hub) (MASH)

Out of these hours call - 0151 677 6557 (Emergency Duty Team)

In an emergency always dial – 999

cadtsocialcare@wirral.gcsx.gov.uk

Local Authority Designated Officer;

Suzanne Cottrell 0151 666 4582 or 07780 508919

Secure email: suzannecottrell@wirral.gov.uk

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OFSTED Safeguarding Children

0300 123 3155 (Monday to Friday 8am-6pm)

Whistleblowing@ofsted.gov.uk

Extremism;

Department for Education dedicated helpline for staff and Governors: 020 7340 7264 and
counter.extremism@education.gsi.gov.uk

The Prevent Duty;

<http://www.merseyside.police.uk/advice-and-protection/terrorism/prevent/>

The Prevent/Channel Police Co-Ordinator:

D.S. Darren Taylor – 0151-777-8433

Other useful contacts

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

National College for Teaching and Leadership

Tel: 0345 609 0009

Procedures for managing allegations of abuse against staff, volunteers and the Headmaster

The School's procedures for managing allegations against staff (including the Headmaster and DSL) and volunteers who are currently working in the School follows Department for Education statutory guidance and Wirral LCSB arrangements and apply when staff, including volunteers, have (or are alleged to have):

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

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

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

All allegations should be investigated as a priority to avoid any delay.

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Procedure to be followed

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Headmaster or DSL. Should the allegation of abuse concern the DSL the member of staff should inform the Headmaster. Should the allegation be against the Headmaster or a Governor the DSL will immediately inform the Chairman of Governors without the Headmaster or the Governor being informed first. It will be the Chairman's responsibility to contact the LADO.
2. The case manager should immediately discuss the allegation with the Local Authority Designated Officer (LADO) and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is subject of the allegations informed as soon as possible and given an explanation of the likely course of action, advice will always be sought from the LADO first, however. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
7. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or National College of Teaching and Learning should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a pupil) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the National College for Teaching and Leadership and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

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

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

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

Allegations against a member of staff who is no longer at the School (including historical allegations) will be referred to the police.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

Any pupils who are involved will receive appropriate care.

Staff Code of Conduct

The School's Staff Code of Conduct can be found in the staff handbook in the P drive. The aim of the code of conduct is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

Safer Recruitment

Kingsmead School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service.

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Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Recruitment and Selection Policy.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2016) the Governing Body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised is set out in the School's Recruitment and Selection Policy.

Management of Safeguarding

Mrs Hepworth (Member of SMT), or in her absence **Mr Gibbons** (Headmaster) are our **DSLs**. They are members of the Senior Management Team at Kingsmead. Mrs Mallery, Mrs Liddy (Head of LDU), Mrs Cowan (EYFS) and Mrs Gibbons are the named Deputy DSLs. They have been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of the Keeping Children Safe in Education. This ensures there is the required cover for the role at all times.

The DSL's and Deputy DSLs' contact details can be found on the Key Contacts page at the start of this policy.

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

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

During term time, the DSL and/or Deputy DSLs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, a rota is prepared by the Headmaster's Secretary giving details of the DSLs' availability and who to contact with contact details.

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

Mrs Hepworth (Member of SMT) is also the **DSL for the EYFS**.

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Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

Whistleblowing

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy. Concerns regarding the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against staff procedure (see above). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 08000 280285 or email: help@nspcc.org.uk).

External Referrals

We follow **Disclosure and Barring Services (DBS)** guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act (2006) and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, the school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to, a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) at the school, or would have been removed had they not left.

Kingsmead School will make such referrals as soon as possible after the resignation or dismissal of an individual (whether employed, contracted, a volunteer or a pupil) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school will make a referral to the National College for Teaching and Leadership (NCTL) as required by sections 141D and 141E of the Education Act 2002). and a prohibition order may be appropriate (because the teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary of State may investigate the case, and, if she/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person. The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

From October 2015, section 5B of the Female Genital Mutilation Act 2003 places a statutory 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. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such cases with the School's DSL and involve children's social care as appropriate.

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Should historical allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with Keeping Children Safe in Education, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. All allegations of historical abuse should be referred to the Headmaster or DSL straight away.

Parents

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Headmaster who will decide on the appropriate response. In a very few cases, it may not be right to inform parents of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the CADT or LADO.

Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer to the school's Staff Handbook which also includes its Whistleblowing and Social Media Policy (section E, paragraphs 3 & 7) and the Staff Code of Conduct.

Monitoring and Evaluation of this Policy

The school monitors and evaluates its safeguarding policy and procedures through the following activities:

- annual Governor audit of our child protection procedures;
- Governor visits to the school;
- Governors' meetings where child protection may be reviewed and discussed;
- Senior Management Team discussions with children and staff;
- pupil questionnaires;
- frequent scrutiny of attendance data;
- review of risk assessments;
- review of the Single Central Register;
- staff Safeguarding Training Logs;
- logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior management team and the governing body;
- regular review of parental concerns and parental questionnaires;
- regular review of the use of pupil-specific rooms and after school clubs;
- regular review of training offered to staff, including e-safety training.

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Conclusion

Common sense will see us through most situations involving contact with pupils. Where possible, it is advisable to have someone else around when we are comforting a child, administering first aid, stopping a fight or averting a dangerous situation. It is important, however, that we should not become over-sensitive about the possibility of malicious allegations to the detriment of our principal responsibility which is to provide care and protection to children and to do all we can to ensure their safety and welfare.

- See Appendix 1. Types of Abuse and Neglect / Specific Safeguarding issues
 Appendix 2. Action when a child has suffered or is likely to suffer harm
 Appendix 3. Responding to a Pupil in Need and to Signs of Abuse
 Appendix 4. Responding to Allegations of Abuse against Someone outside the School
 Appendix 5. Dealing with an Allegation of Child Abuse against an Employee, Volunteer or any other Person Working in the School
 Appendix 6. Annex A – Further information
 Appendix 7. Mobile Phone/Camera Policy for EYFS Staff
 Appendix 8. Cyber bullying
 Appendix 9. Staff Record of Safeguarding Concern or Issue

Compiled	2009	J F Perry
Revised	March 2012/Jan 2013 October 2013/August 2014 January 2015/Sept 2015 March 2016 November 2016 June 2017 August 2017	M G Gibbons/S Hepworth T Evans T Evans
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Circulated	December 2012	School Policy Drive

P/school-policies/website/pastoral/ISI/EYFS/staff

APPENDIX 1. Types of abuse and neglect / Specific safeguarding issues

Neglect, physical, emotional or sexual abuse are the main types of abuse referred to by the term ‘child abuse’ – it’s not always easy to know if someone is being abused. But the important thing to remember is that no-one has the right to hurt a young person or make them do anything wrong or against their will.

All lists of ‘signs’ or ‘symptoms’ of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. What is essential is that teachers share their concerns with the DSL promptly and that these are discussed in the light of what is known about the young person’s circumstances and with those professions with the responsibility to investigate 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse

Actual or likely physical injury to a young person where there is evidence or reason to suspect the injury or likely injury was deliberately inflicted or not prevented. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse may involve hitting, shaking, throwing, poisoning (including inappropriate use of drugs or alcohol), biting, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person.

Possible signs of physical abuse

- Unexplained injuries and/or refusal to discuss them
- History of bruises/injuries with inconsistent explanations
- Cigarette burns
- Long bruises – possibly made by a belt or a stick
- Teeth marks
- Fingertip/slap marks or bruises
- Bilateral black eyes
- Self-destruction tendencies
- Aggression towards others
- Untreated injuries
- Fear of medical treatment
- Unexplained patterns of absence that could be in order to hide injuries

Common sites of non-accidental injuries include: ears, cheeks, neck, chest, buttocks, stomach, palms, back of hands, back of wrists, inner thighs, back of legs.

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Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children 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 involve causing children to feel frightened or in danger or feature developmentally inappropriate expectations. 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 development inappropriate expectations being imposed on children. It may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of children, though emotional abuse may occur alone. Where this form of abuse is suspected, advice should be sought promptly from those with expertise in child or adolescent mental health.

Possible signs of emotional abuse

- Developmentally delayed
- Inappropriate emotional responses
- Self-harm
- Extreme passivity or aggression
- Running away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression
- Excessive fear of parent/carer

Sexual abuse

Sexual abuse is defined as the sexual exploitation of young people (this includes all of our pupils) and involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not she/he is aware of what is happening. The activities may involve physical contact; including assault by penetrative (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 or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of child sexual abuse are:

- betrayal of trust and responsibility; and
- abuse of power for the sexual gratification of the abuser.

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Possible signs of sexual abuse

- Depression, suicidal, self-harming
- Anorexic/bulimic
- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Referring to of a 'friend with a problem of abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Fear of certain people
- 'Chronic/persistent' medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated

Neglect

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of his/her health and development, including non-organic failure to thrive i.e. not caused by an underlying medical condition. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Evidence of neglect is built up over time and can cover a range of parenting tasks. Typical features include:

- a child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- failure of a child to grow within normal expected pattern, with accompanying pallor and weight loss;
- observed thriving of child away from the home environment;
- voracious appetite.

There is often little professional consensus about what constitutes neglect. The following indicators have been highlighted by a recent research study as gaining considerable professional consensus as indicators of probable or definite neglect:

- non-compliance with specific medical care;
- inadequate or dirty clothing;
- inappropriate supervision;
- body odour;
- poor health surveillance and immunisation uptake;
- domestic violence;
- severe dental decay;
- not registered with GP or dentist;
- frequent accidents or injuries to young person;
- poor feeding or sleeping patterns;
- refusal to accept social care input.

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Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence/violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking. Staff should be clear as to the school's policy and procedures with regard to peer-on-peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES and MindEd websites and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via www.gov.uk.

- Child missing from education – and Annex A
- Child missing from home or care
- Child sexual exploitation (CSE) – and Annex A
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – Annex A
- Forced marriage – and Annex A
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing radicalisation – and Annex A
- Sexting
- Teenage relationship abuse
- Trafficking
- Hate
- Missing children and adults
- Relationship abuse

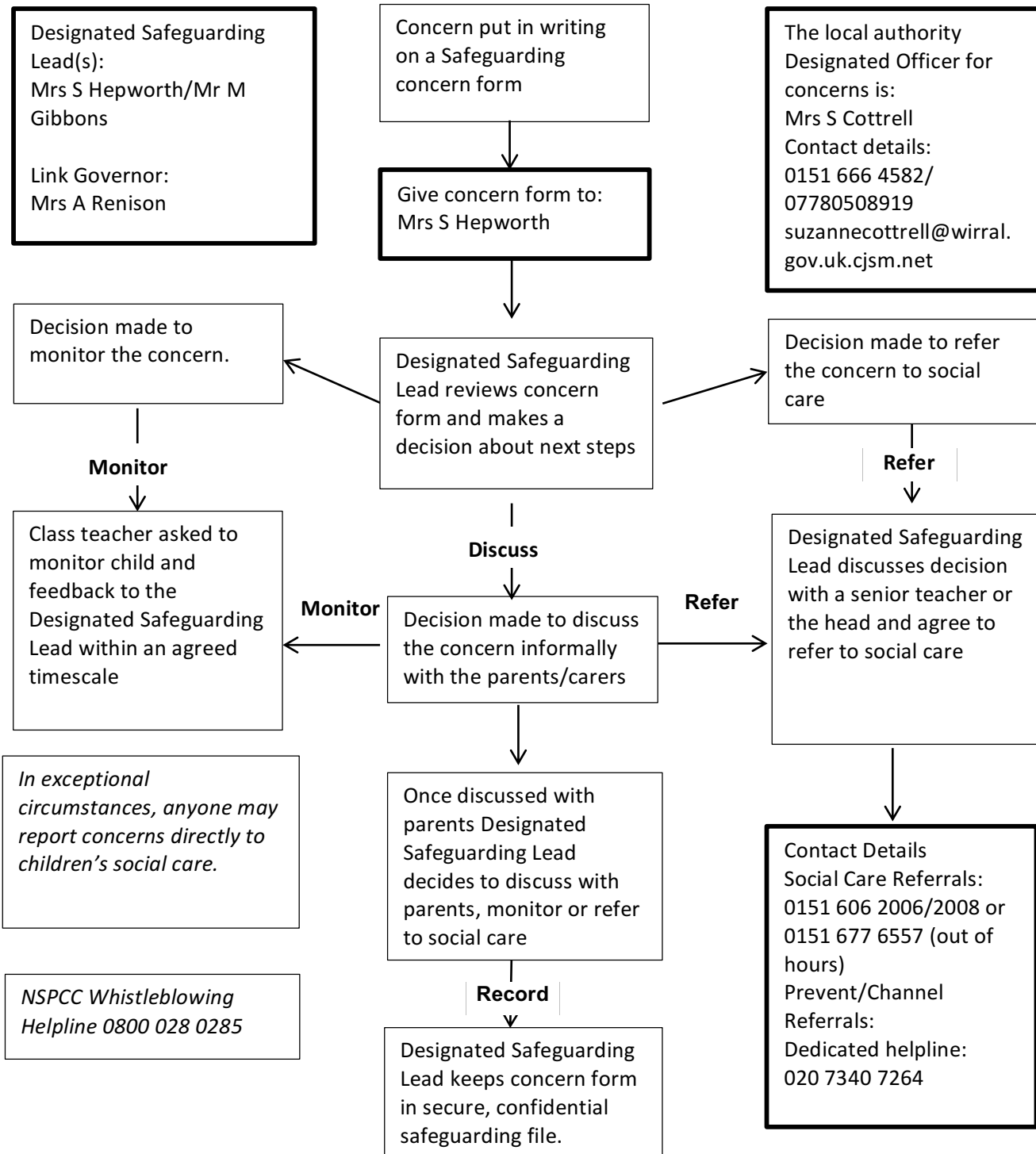
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APPENDIX 2. Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately.

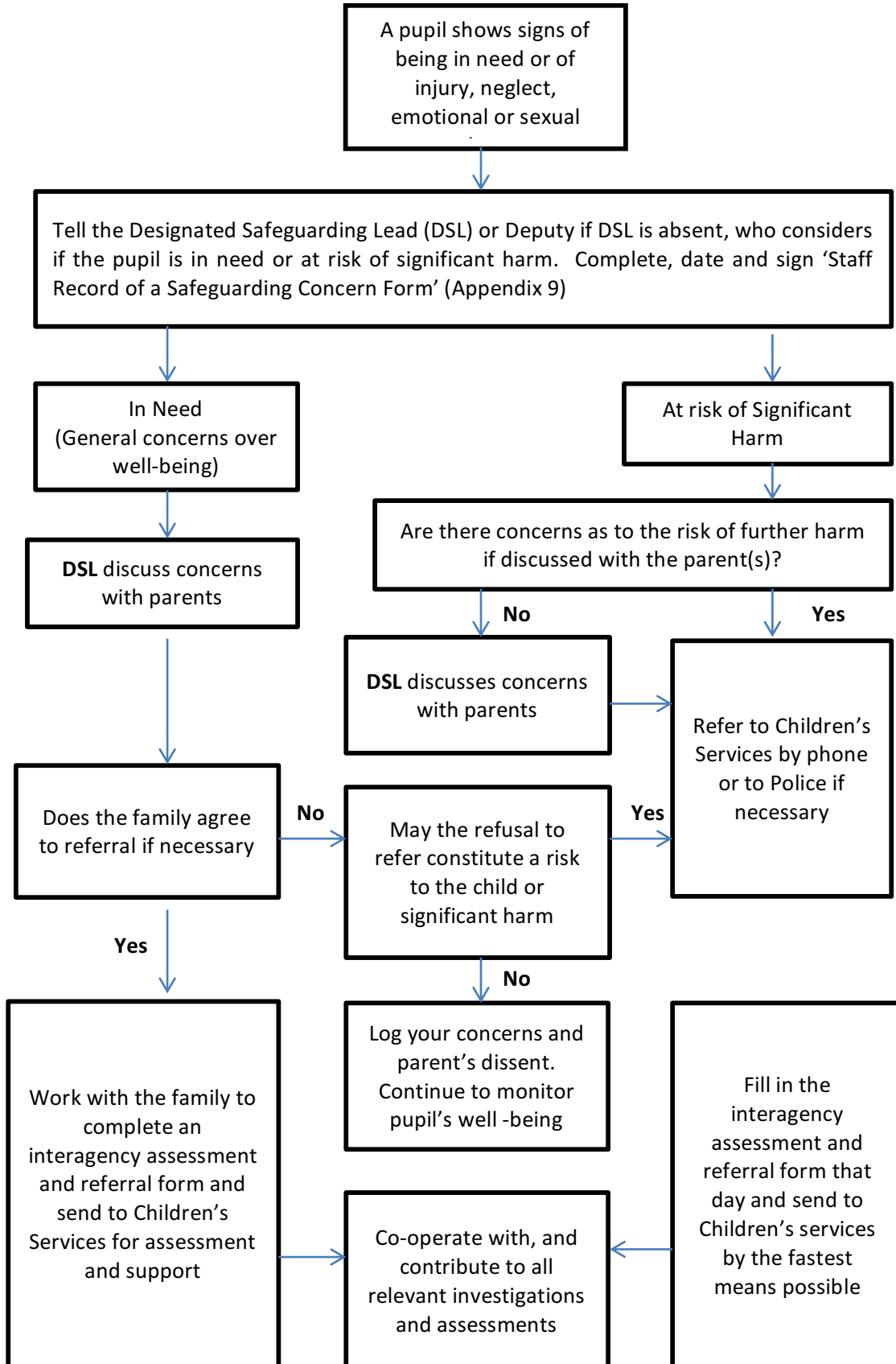
Anyone can make a referral

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

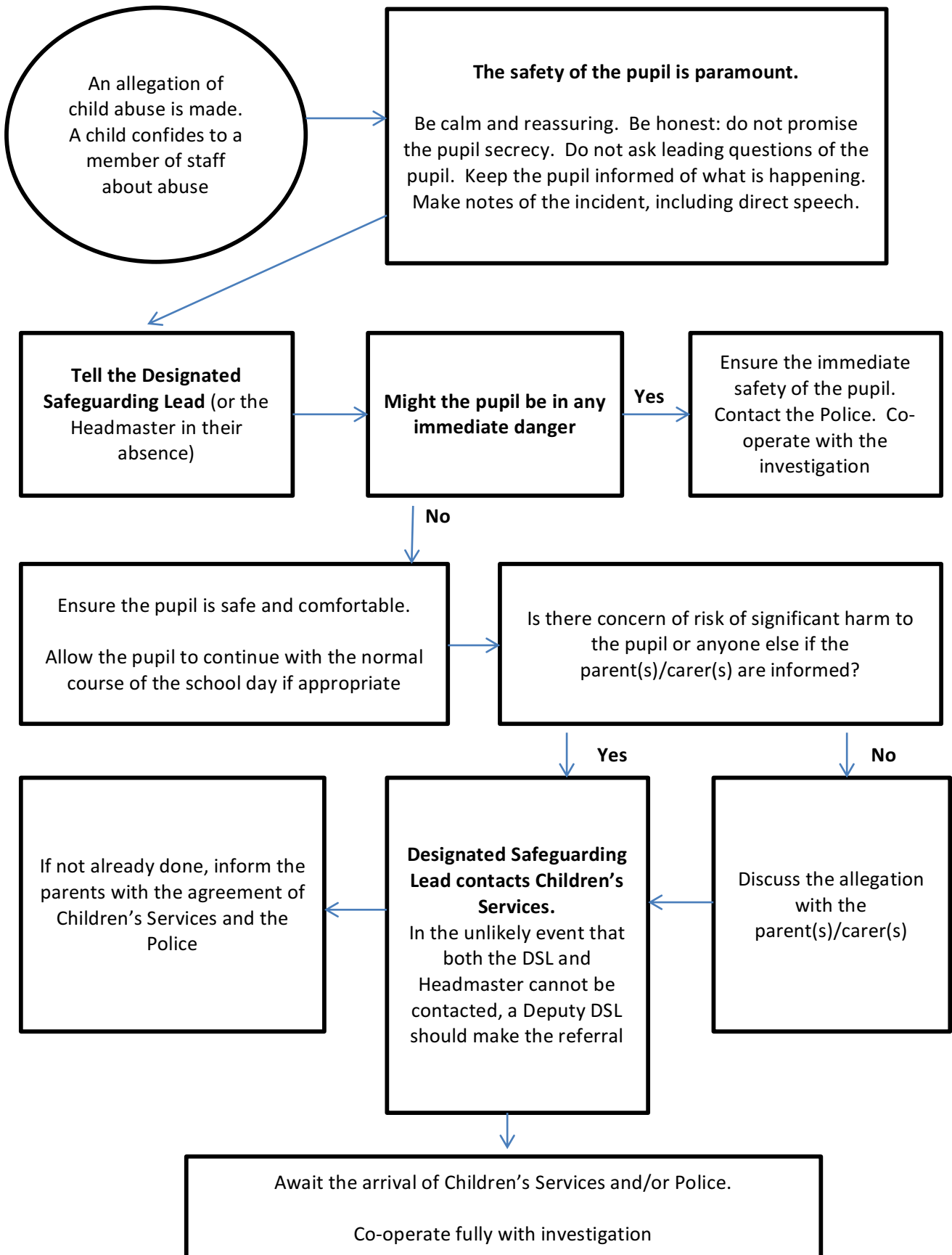


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APPENDIX 3. Responding to a Pupil in Need and to Signs of Abuse

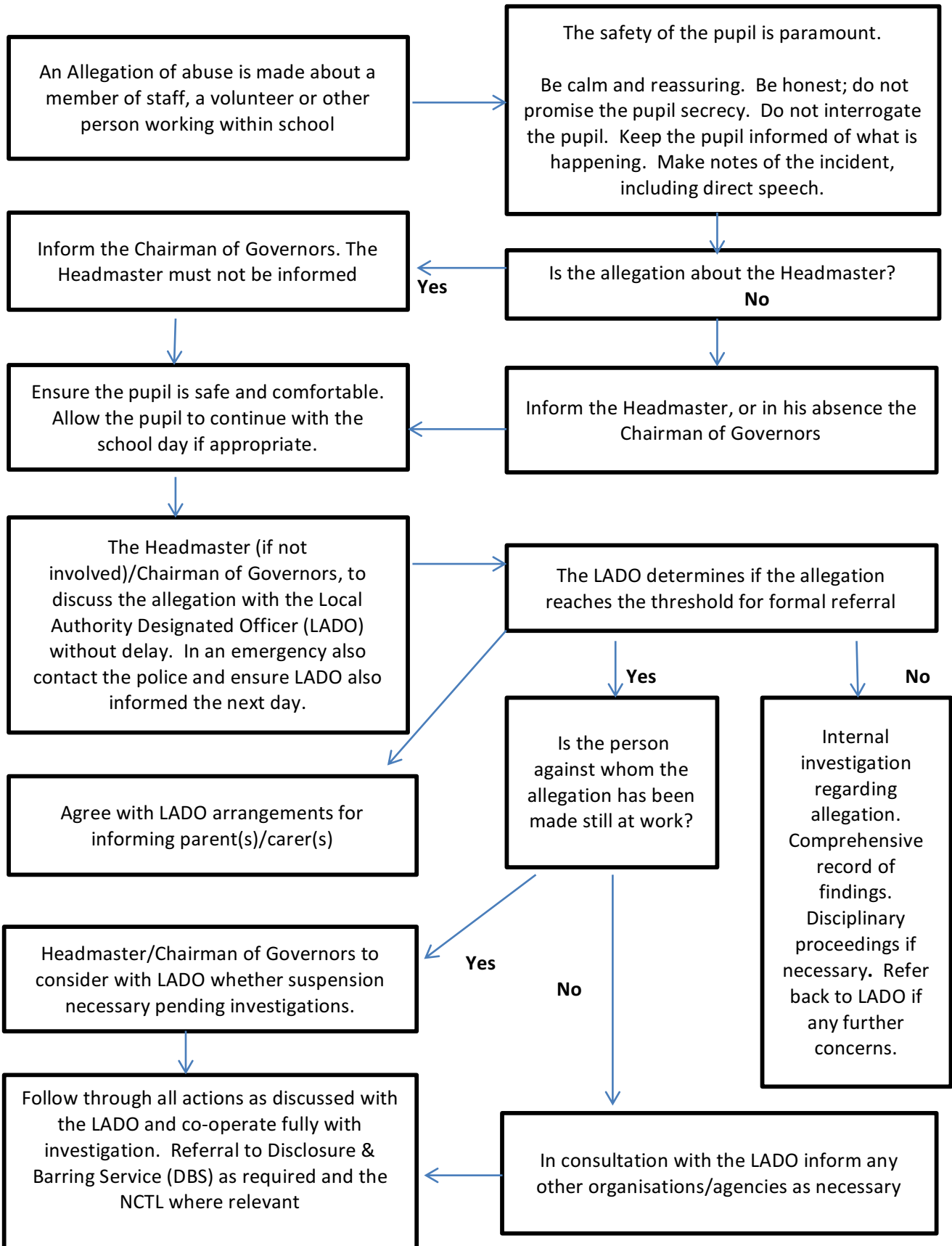


APPENDIX 4. Responding to Allegations of Abuse against Someone outside the School



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APPENDIX 5. Dealing with an Allegation of Child Abuse against an Employee, Volunteer or any other Person Working in the School



APPENDIX 6 - KCSIE 2016

Annex A: Further information

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education www.gov.uk/government/publications/children-missing-education guidance.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission⁷¹ for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.⁷²

⁷¹or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

⁷²In default of such agreement, at intervals determined by the Secretary of State.

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Where a parent notifies a school that a pupil will live at another address, all schools are required⁷³ to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address⁷⁴.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record⁷⁵ in the admission register:⁷⁶

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required⁷⁷ to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,⁷⁸ as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education www.gov.uk/government/publications/children-missing-education guidance.

⁷³Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

⁷⁴Where schools can reasonably obtain this information.

⁷⁵Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

⁷⁶Where schools can reasonably obtain this information.

⁷⁷Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

⁷⁸Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

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Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide⁷⁹ the local authority with:

- the full name of the pupil;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice *Enrolment of 14 to 16 year olds in full time further education*.

www.gov.uk/government/publications/enrolment-of-14-to-16-year-olds-in-full-time-further-education The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

⁷⁹Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

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Further information on child sexual exploitation

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

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

(pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers⁸⁰ that requires a different approach (see following section).

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FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- a pupil may be difficulty walking, sitting or standing and may even look uncomfortable;
- a pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating;
- there may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression on the pupil's return).
- A pupil is reluctant to undergo medical examination.

If staff have a concern that pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information. www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

⁸⁰Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). 18 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

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Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmfu@fco.gov.uk

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.⁸² There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard⁸³ to the need to prevent people from being drawn into terrorism".⁸⁴ This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales www.gov.uk/government/publications/prevent-duty-guidance are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific

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understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

⁸²Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

⁸³According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

⁸⁴"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty.

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales www.gov.uk/government/publications/prevent-duty-guidance that applies to colleges.

The Government has launched educate against hate, <http://educateagainsthate.com/> a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.⁸⁵ Channel guidance is available at: Channel guidance.

www.gov.uk/government/publications/channel-guidance An e-learning channel awareness programme for staff is available at: Channel General Awareness.

http://course.ncalt.com/Channel_General_Awareness/01/index.html Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into

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terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

⁸⁵ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.⁸⁶

⁸⁶ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.

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APPENDIX 7

Mobile Phone/Camera Policy for EYFS Staff

Safeguarding and Welfare

Acceptable Use Policy (of mobile phones, tablets, cameras and recording devices)

Policy Statement

Kingsmead School aims to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

Procedures

- All staff must ensure that their mobile phones, tablets, personal cameras and recording devices are left in a lockable cabinet. This is continually monitored by Mrs Cowan.

Mobile Phones

- If any member of staff has an emergency which requires them to keep their mobile close at hand, they should consult with Mrs Cowan and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the setting where possible i.e. staff kitchen or Mrs Cowan's office.
- When on outings, the EYFS nominated mobile phone should be used. This telephone will not have a camera incorporated in it.
- Staff should not give out personal mobile numbers to pupils or parents/carers.
- It is the responsibility of all members of staff to be vigilant and report any concerns to Mrs Cowan or Mrs Hepworth.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.

Cameras

Children should only be photographed or filmed on video for the purpose of recording their development of participation in events organised by the school. Parents sign a consent form and have access to records holding visual images of their child.

- Only the designated EYFS cameras are to be used to take any photo within the setting or on outings.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress.
- All staff are responsible for the location of the cameras, which should be placed within a locked cabinet in Kindergarten classroom when not in use.
- Images taken and stored on the camera must be downloaded as soon as possible and deleted from the memory card. Images should be downloaded on site.
- Images may only be uploaded to the secure school website and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook.
- Under no circumstances must cameras of any kind be taken into bathrooms without prior consultation with Mrs Cowan.

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- Should photographs need to be taken in a bathroom, i.e. of children washing their hands, then Mrs Cowan must be asked first and staff should be supervised whilst carrying out this activity. At all times the camera must be placed in a prominent place where it can be seen.
- It is the responsibility of all members of staff to be vigilant and report any concerns to Mrs Cowan or Mrs Hepworth.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.

Legal framework

STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE (FROM 1 APRIL 2017)

- Childcare Act (2006)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- Safeguarding Vulnerable Groups Act (2006)
- Keeping Children Safe in Education (KCSIE) September 2016

Related Child Protection Policies:

- Educational Visits Policy
- Health and Safety Policy
- Induction of New Staff, Governors and Volunteers in Child Protection
- Missing Child Policy
- Policy for Pupils on Confidentiality
- Recruitment Policy
- Use of ICT, Mobile Phones and Other Electronic Devices Policy
- Taking, Storing and Using Images of Children

All these policies together form a 'suite' of child protection policies that the Regulations require. In accordance with those Regulations, these policies are available to parents on request and reviewed annually by Governors.

APPENDIX 8

Cyber bullying

The increasing availability of electronic devices means that Kingsmead School considers on-line safety as part of both safeguarding as well as anti-bullying arrangements. While such devices have a plethora of benefits, there is also an awareness of the potential for cyber bullying.

The DfE has issued very helpful guidance on cyber bullying. This guidance contains hyper links so the best advice is to look at these online in order to access the resources available. The links to these documents are:

Cyber bullying: advice for Headteachers, school staff, parents and carers:

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

The advice contained within these guidance is embedded in the school policy above, but of particular notice to **staff, parents and pupils** would be the sections listed below.

- The safety and reporting tools for various social networking sites (p5 of the Advice for Headteachers and School Staff).
- The contact details for mobile phone providers (p6 of the Advice for Headteachers and School Staff).
- The Advice for Children (p3 of the Advice for parents and carers) reprinted below.
- The information and links on social networking (p1 and 2 of the Advice for parents and carers).
- The information and links on social networking (p2 of the Advice for parents and carers).

Advice for children

The following are some things that parents may wish to consider teaching their children about using the internet safely.

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 0800 1111 in confidence.

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- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings.

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APPENDIX 9

Staff Record of a Safeguarding Concern or Issue

The important point is that notes are made, dated, signed and passed to the appropriate person.

This form **must** be used to record a disclosure or any concern about a pupil's safety and then given immediately to the appropriate person as outlined below.

Once you have filled in this form, it is essential that you immediately pass the information to:

- a) To Mrs Hepworth (DSL) or in her absence Mr Gibbons, Mrs Mallery and Mrs Cowan (deputies).
- b) To Mr Gibbons (Headmaster) if concerns are about a member of staff or the DSL.
- c) To Mr Turvey (Chairman of Governors) if the concern is about the Headmaster or a member of the Governing body. **The Headmaster must not be informed.**

DO NOT INFORM THE SUBJECT

Please append to this form any written notes taken during the meeting with the pupil.

Pupil's full name and form	Form Tutor
Date and time of this record	Your name and designation
Have you spoken to the pupil? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please <u>reassure</u> the pupil that he/she has taken the correct step in passing on this information	

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Why are you <u>concerned</u> about this pupil?	
What have you observed and when?	
What have you heard and when?	What did they say? Use the pupil's own words
What have you been told and when?	

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Date and time you handed this form to the designated person.	Are the parents/carers aware of your concern? Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you spoken to anyone else about your concern? Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, who?
Is this the first time you have been concerned about this pupil ? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Further details	

Signature

Printed name

Please return this form TODAY to:

- a) To Mrs Hepworth (DSL) or in her absence Mr Gibbons, Mrs Mallery, Mrs Cowan, Mrs Liddy or Mrs Gibbons (deputies).
- b) To Mr Gibbons (Headmaster) if concerns are about a member of staff or the DSL.
- c) To Mr Turvey (Chairman of Governors) if the concern is about the Headmaster. The Headmaster must not be informed.