



THE KING'S SCHOOL

GRANTHAM

Safeguarding and Child Protection Policy

PART A: SAFEGUARDING

1. Key Contacts Within The School

Designated Safeguarding Lead (DSL):	Mr Justin Dixon justin.dixon@kings.lincs.sch.uk (inc out of hours) 01476 563180
Assistant Designated Safeguarding Lead:	Miss S V Bieber simone.bieber@kings.lincs.sch.uk
Nominated Governor for Safeguarding:	Mrs Elizabeth Brady
Local Authority Designated Officer (LADO)	Rachael Powis and Jemma Parkinson (01522)554674 and LADO@lincolnshire.gcsx.gov.uk for secure transfer of emails
Children Services Customer Services Centre (CSC)	01522 782111
Outside office hours - Emergency Duty Team (6.00pm -8.00am plus weekends and Bank Holidays)	01522 782333
LCC Safeguarding in Schools for advice around safeguarding policy, audits, training etc.	Ruth Fox – Safeguarding & Education Welfare Supervisor 01522 554695 safeguardinginschools@lincolnshire.gov.uk

2. Introduction

Safeguarding is what we do for all children. Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. The term "child" or "children" refers to anyone under the age of 18 years.

Children's welfare is our paramount concern. The Teacher Standards state that teachers, including headteachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. All adults, including temporary staff, volunteers and governors have a part to play in protecting children from harm.

Safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised in the school. Safeguarding concerns should be made to the Designated Safeguarding Lead (DSL) or Assistant Designated Safeguarding Lead in their absence.

All staff may raise concerns directly with Children's Social Care Services.

Policy adopted: September 2017

Reviewed: September 2019

Next Review: September 2020

This policy has been developed in accordance with the principles established by the Children Act and Education Act and the Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families', and 'What to do if You are Worried a Child is being Abused'. In addition, this policy reflects recent guidance, 'Working Together to Safeguard Children and Young People' and 'Keeping Children Safe in Education'.

The Governing Body takes seriously its responsibility under the Education Act to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the school to identify, assess and support those children who are suffering harm.

There are three main elements within the school's policy:

- Prevention through the creation of a positive school ethos and through the teaching and pastoral support offered to children.
- Protection by following agreed procedures, ensuring all staff are trained to respond appropriately to safeguarding concerns.
- Support to children who may have suffered harm.

This school recognises that in relation to safeguarding issues it is an agent of referral and not of investigation.

3. Aims

The school is committed to the highest standards in protecting and safeguarding each child entrusted to its care. In order to protect children we aim to:

- Create an atmosphere where they feel secure, valued and listened to.
- Recognise signs and symptoms of abuse.
- Respond quickly and effectively to cases of suspected abuse.
- Monitor and support children at risk.
- Use the curriculum to raise awareness about safeguarding issues and build confidence and skills to deal with them.
- Work closely with parent(s) or carer(s) and support external agencies involved in the safeguarding of children.
- Notify Social Care Services as soon as there is a significant concern.
- Ensure that all adults within the school who have access to children have been checked as to their suitability.
- Provide continuing support to any child leaving the school, about whom there have been concerns, by forwarding appropriate information to his new school.
- Update staff training on a regular basis.

4. Roles and Responsibilities

All adults working with children have a responsibility to protect them. There are, however, key people within schools and the local authority who have specific responsibilities under safeguarding procedures. The names of those currently carrying out these responsibilities within school and at local authority level are listed in Section 1 of this policy.

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. Any member of staff can make a referral.

The role of the Designated Safeguarding Lead (DSL) is to ensure that child protection procedures are followed within the school and to ensure that, as and when appropriate, referrals are made to Children's Social Care, Lincolnshire County Council. If the DSL is unavailable, an Assistant Designated Safeguarding Lead will act in their absence.

Further responsibilities of the DSL are to ensure that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures, and to offer advice and support to staff requiring it.

The role of the nominated governor for safeguarding is to ensure that the school has an effective policy, that Lincolnshire Safeguarding Children's Board guidelines are complied with and to support the school as

appropriate. Governors will not normally be given details relating to individual child protection cases to ensure confidentiality is not breached and will be reminded of their confidentiality obligations if informed of individual cases for particular reasons.

The DSL and the Head Master will provide an annual report to the Governing Body detailing:

- i. any changes to this policy and procedures
- ii. information relating to training undertaken by all staff and governors
- iii. other relevant information.

The report will be considered by the full Governing Body.

The school understands that the Lincolnshire Local Authority Designated Officer (LADO) is available to offer advice and support to the school's DSL, in particular with regard to staff training.

5. Procedures

All action is taken in line with guidance from Lincolnshire Safeguarding Children Board.

Teaching and support staff will be kept informed about safeguarding responsibilities and procedures through induction, briefings and awareness training. The Head Master will ensure that other adults in the school who rarely work unsupervised with children are aware of the school's policy and the identity of the school's DSL.

Any member of staff, volunteer or visitor to the school who has concerns or receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the DSL or, in their absence, to the Assistant DSL. In the absence of both of these members of staff, the matter should be brought to the attention of the most senior member of staff available.

The Early Help Process is designed to support children requiring additional intervention. The DSL completes an Early Help Assessment Form (EHAF) and sends the referral to Children's Social Care at Lincolnshire County Council. Essential information will include the child's name, address, date of birth, family composition, reason for the referral, whether the child or child's parents are aware of the referral, the name of the person who initially received the disclosure, plus any advice given. The DSL will liaise with appropriate staff to enable them to support identified children.

The school undertakes to share its intention to refer a child to Children's Social Care with his parents or carers unless to do so could place him at greater risk of harm or impede a criminal investigation. In these circumstances advice will usually be sought from Children's Social Care or Lincolnshire Police.

Parents may obtain a copy of the school's policy from the school website or on request to the school.

6. Peer on Peer Abuse - Managing Allegations Against Other Children

In most instances, the conduct of children towards each other will be covered by the school's Behaviour for Learning policy. Occasionally, allegations may be made against children by other children in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a child, some of the following features will be found.

THE ALLEGATION:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child.
- Is of a serious nature, possibly including a criminal offence.
- Raises risk factors for other children in the school.
- Indicates that other children may have been affected by this child.
- Indicates that children outside the school may be affected by this child.

EXAMPLES OF SAFEGUARDING ISSUES AGAINST A CHILD COULD INCLUDE:

PHYSICAL ABUSE

- Violence, particularly pre-planned.
- Forcing others to use drugs or alcohol.

EMOTIONAL ABUSE

- Blackmail or extortion.
- Threats and intimidation.

SEXUAL ABUSE

- Indecent exposure, indecent touching or serious sexual assaults.
- Forcing others to watch pornography or take part in sexting.

SEXUAL EXPLOITATION

- Encouraging other children to attend inappropriate parties.
- Photographing or videoing other children performing indecent acts.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

- Sexual violence and sexual harassment involving children is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school. The school take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children irrespective of the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the DSL. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child, then full information sharing of the case will be undertaken with the DSL professional at that school.

In areas where gangs are prevalent, older children may attempt to recruit younger children using initiation/hazing type violence or any or all of the above methods.

Children suffering from sexual exploitation themselves may be forced to recruit other children under threat of violence.

All staff should be clear that abuse should never be tolerated or passed off as "banter" or "part of growing up".

MINIMISING THE RISK OF SAFEGUARDING CONCERNS TOWARDS CHILDREN FROM OTHER CHILDREN

On occasion, some children will present a safeguarding risk to other children. The school should be informed that the child raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These children will need an individual risk management plan to ensure that other children are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

WHAT TO DO

When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact Children Services to discuss the case. It is possible that Children Services are already aware of safeguarding concerns around this child. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.

The DSL will make a record of the concern, the discussion, and any outcome and keep a copy in the files of both children.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim).

It may be appropriate to exclude the child being complained about for a period of time according to the school's Behaviour for Learning Policy and procedures.

Where neither Children's Services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

7. Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police and informing the informed. The guidance on 'Searching, Screening and Confiscation for Head teachers, schools and Governors', January 2018 will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a child being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the Local Authority. The child may be an exploited child and victim to which the school will offer support.

8. Indecent Images and Upskirting

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- A naked child.
- A topless girl.
- An image which displays genitals.
- An image that displays sex acts.

An indecent image may also include overtly sexual images of children in their underwear.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Staff should always act in the best interests of a child and follow the usual safeguarding procedures.

HANDLING INCIDENTS

Any member of staff who has concerns regarding sexual imagery should make a referral to the DSL. The DSL will:

- Meet with the child involved.
- Not view the image unless it is unavoidable.

- Respond to what they have been told the image contains.
- Never copy, print or share the image.
- Discuss with parents/carers, unless there is an issue where that's not possible.

Once the DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. The DSL will assess the risks as follows:

- Has the image been shared with the knowledge of the child?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

If the school has decided that involving other agencies is not necessary, the child will be asked to delete the images themselves and confirm they have done so.

The DSL will always refer to the police or Children's Services if the child is at risk of harm or if the incident involves:

- An adult.
- Coercion, blackmail or grooming.
- Concerns about capacity to consent (e.g. SEND).
- Images show atypical behaviour for the child's developmental stage.
- Violent acts.
- Sex acts.
- A child is at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide).

9. Children With Special Educational Needs And Disabilities

All staff should be aware that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

10. Alternative Provision

The school is committed to safeguarding children when they are placed in alternative provision for a period of time within the school day or week. We therefore seek written reassurance that any alternative provision provider has acceptable safeguarding practices in place including their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising a work placement the school will ensure that the placement provider has policies and procedures in place to safeguard children.

11. Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep Looked After Children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The Designated Teacher for Looked After Children and the DSL hold details of the child's social worker and the name and contact details of the local authority virtual Headteacher for children who are looked after. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor

will be appointed and a full working relationship is maintained with the Lincolnshire Virtual School Headteacher.

12. Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a student that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

13. Child Sexual Exploitation

Involves exploitative situations, contexts and relationships where children receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some children who are being sexually exploited do not exhibit any external signs of this abuse. In the event that a case of CSE is suspected by a member of staff this will immediately be treated as a safeguarding concern and should be reported to the DSL.

14. So-Called 'Honour Based' Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV. All forms of so-called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act. (See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Teachers are subject to a statutory duty defined by the Female Genital Mutilation Act (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the Police.

FORCED MARRIAGE

A forced marriage is a marriage in which a female or a male does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a child about being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act. (See <https://www.gov.uk/forced-marriage> for further information). Staff should report concerns to the DSL.

15. Domestic Abuse

The definition of domestic violence and abuse is:

- Any incident of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm.
- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff identify children for whom domestic abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead. The Designated Safeguarding Lead can then refer cases where relevant to Lincolnshire Customer Services. Where DV Notifications are received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

16. Child Criminal Exploitation: County Lines and Cyber Crime

The school recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. The school will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and other children.

Organised criminal groups or individuals also exploit children and young people for their computer skills and ability, in order to access networks/data for criminal and financial gain.

17. Contextual Safeguarding

Safeguarding incidents or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead will consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

18. Children With Family Members In Prison

Children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

19. Child Missing In Education

A child going missing from education will be treated as a safeguarding concern. In line with the Attendance Policy, absence which has not been explained by parents will be followed up with same day telephone calls. If a satisfactory explanation of the absence is not received the Attendance Officer will refer the matter to the DSL. For students on Child Protection Plans and Child in Need Plans absence is reported to the Designated Social Worker for that student within the appropriate timescales and in accordance with LA guidance.

20. Children Staying With Host Families

Any member of staff who organises an exchange programme with a school abroad will be expected to ensure that host families in the UK have a DBS check. The Head Master will write to the Headteacher of the partner school to inform them that suitable checks have been completed and ask them to confirm that equivalent checks have been undertaken prior to any King's School visit.

21. Online Safety

We follow the DfE guidance to ensure pupils understand how to stay safe and behave online as part of existing curriculum requirements. Staff are also aware that safeguarding relates to broader aspects of care and education including children's health and safety, well-being and mental health.

22. Safer Recruitment

When the school is recruiting and selecting new members of staff at least one member of the interviewing (decision making) panel will have undergone safer recruitment training and hold a valid certificate.

We ensure that appropriate measures are applied to everyone who works in the school. This includes supply staff, volunteers, and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, requesting academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks. The school also maintains a Single Central Record (SCR).

23. Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

24. Preventing Extremism and Radicalisation

The Counter-Terrorism and Security Act places a duty on all staff to prevent children from being drawn into terrorism. Although children in Lincolnshire are perceived to be at low risk of radicalisation, all staff are expected to be vigilant and refer any concerns to the DSL.

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

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

RADICALISATION IS A FORM OF GROOMING AND THEREFORE ABUSE.

Appendix 4 identifies indicators that may suggest a child could be vulnerable or involved with extremism and/or radicalisation.

THE ROLE OF THE CURRICULUM

The Department for Education requires schools to promote the fundamental British values of:

- democracy,
- the rule of law,
- individual liberty and mutual respect and
- tolerance of those with different faiths and beliefs.

The school provides a broad and balanced curriculum and we encourage the use of external agencies or speakers to enrich the experiences of our children. We will vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our children. This is to ensure that we do not use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Children and staff are expected to abide by the ICT Acceptable Use Policy. Appropriate levels of filtering are in place to ensure children are safe from online terrorist and extremist materials. Using school equipment to send terrorist publications to others would be a criminal offence.

REPORTING CONCERNS

Any member of staff, volunteer or visitor to the school who has concerns or receives a disclosure of radicalisation or extremism, an allegation or suspects radicalisation or extremism must report it immediately to the DSL, or in his absence, the Assistant DSL. In the absence of both these members of staff, the matter should be brought to the attention of the most senior member of staff available.

The school will follow their usual Early Help and safeguarding processes in the first instance. If through completing an Early Help Assessment with the child and family the school identifies or is concerned about radicalisation then a CHANNEL referral form should be completed.

Early intervention is vital and any concerns, no matter how small must be referred to CHANNEL using the referral form or via email to prevent@lincolnshire.gov.uk

CHANNEL is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation.

25. Training and Support

The Head Master and all other staff who work with children will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff shall receive safeguarding and child protection updates (for example, via email or staff briefings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The school will ensure that the DSL and any assistants undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, their knowledge and skills should be updated, (for example via e-bulletins, meeting with other designated safeguarding leads, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually to keep up with any developments relevant to their role.

Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for safeguarding and their responsibilities.

Where staff have concerns or queries about safeguarding issues or training they should be directed in the first instance to the Head Master.

All staff have access to advice and guidance on the boundaries of appropriate behaviour and conduct. Such advice and guidance forms part of staff induction and is also included in briefing material issued to staff.

PART B: CHILD PROTECTION

26. The role of all staff and other persons within the school

All staff have a duty to safeguard children by:

- Being open to hearing concerns from children and others, without seeking to investigate these concerns.
- Knowing:
 - o The potential indicators of abuse (appendix 2).
 - o How to report any concerns to the Designated Safeguarding Lead.
 - o How to report any concerns relating to staff to the Head Master.
 - o How to report any concerns relating to the Head Master.

27. Supporting Staff

Staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead, or counselling.

28. The Role of the DSL

The DSL is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the CHANNEL programme where there is a radicalisation concern as required.
- Support staff who make referrals to the CHANNEL programme.
- Refer cases where a person is dismissed or left due to risk or harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

WORK WITH OTHERS:

- Liaise with the Headmaster to inform him of issues especially ongoing enquiries under the Children Act and police investigations.
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (or cases which concern a staff member).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

UNDERTAKE TRAINING

The DSL (and any assistants) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSL's, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessment.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

RAISE AWARENESS

- The DSL should ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

29. Child protection file

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

30. Availability

During term time the DSL (or assistants) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

31. The Role of the Designated Governor

The Designated Governor is responsible for:

- Meeting with the DSL each term.
- Monitoring and evaluating the school's Child Protection training.
- Receiving reports from the DSL about any developments regarding Child Protection and the effective implementation of the school policy.
- Making sure that the Child Protection Policy is reviewed.

32. Reporting Procedures

All concerns must be passed to the DSL who will seek advice/make a judgement as to whether a referral to Social Care Services or if there is a need for any other action to be taken.

If a disclosure is made, or a member of staff has reason to believe abuse has occurred, an incident report form (available from the DSL) should be completed as soon as possible and passed to the DSL.

Any original notes should be signed, dated and securely attached to the incident report form. All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records onto the DSL.

When a member of staff submits an incident form the DSL should record the information on the Child Protection Log in order to prove the procedure has been followed.

33. Allegations against staff

All child protection allegations relating to staff must be reported directly to the Head Master (not the DSL) without informing the staff member of the concern or /allegation.

Such allegations should be referred to the Local Authority Designated Officer (LADO).

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.

In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. The Head Master should always take advice from LADO before embarking on this course of action.

When determining the outcome of allegation interviews the following definitions should be used:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Any child protection complaint or concern received by any person relating to the Head Master must be passed, in confidence, to the Chair of Governors. The Chair of Governors will inform the Local Authority Designated Officer (LADO) who will give advice and support.

If a person in regulated activity is dismissed or removed due to safeguarding concerns, the Head Master has a legal duty to refer the matter to the DBS – failure to do so is a criminal offence.

34. Parents and Carers

Parents and carers will be made aware of the school policy through the school website.

A paper copy of this policy will be made available to parents on request.

Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership with Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

35. Teaching and Learning

Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum. This includes exploring relevant issues through PDC. The school ensures that appropriate filters and monitoring systems are in place on the school network to safeguard children from potentially harmful and inappropriate online material.

36. Information Sharing

Before any information is shared the school will consider the safety and welfare of the child concerned.

Where possible, the school will ensure the student's wishes and feelings are taken into account when determining what action to take and what services to provide.

When in doubt the school will seek advice from the Customer Service Centre on 01522 782111 and the DSL will record the reasons for the final decision.

The school has a duty to ensure that any information shared is to the best of our knowledge accurate, necessary and secure.

37. Movement of Records

If a student leaves the school the child protection file is transferred to the new school or college as soon as possible. This will be transferred securely and separately from the main student file.

38. Extended School and Out of Hours Activities

This policy will apply to all school activities (excluding lettings) whether within or outside school hours or normal school premises.

When premises are hired to a third party (i.e. lettings) the hirer is responsible for child protection issues and will be required to confirm this in writing to the school.

39. Visitors and Volunteers

A summary of the school safeguarding procedures and the name of the DSL should be displayed for the information of visitors to the school (Appendix 4).

40. Whistleblowing

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak directly to the Lincolnshire LADO at the Lincolnshire Children Safeguarding Board. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00AM to 8:00PM, Monday to Friday and Email: help@nspcc.org.uk.

41. Monitoring and Review

This policy will be reviewed by the DSL and the Governing Body.

The DSL will report to the Head Master and Governors on Child Protection matters.

ADDENDUM: COVID-19 SCHOOL CLOSURE ARRANGEMENTS FOR SAFEGUARDING AND CHILD PROTECTION

Introduction

From the 20 March 2020 parents and carers were asked to keep their children at home, wherever possible, and for schools to remain open only for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This addendum to the Safeguarding and Child Protection Policy contains details of changes to the main policy.

Designated Safeguarding Lead (DSL)

The school will have a trained DSL or deputy available either on site or available by telephone or email when we have children in school. DSL contact details will be made available on the weekly staff rota.

Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children with EHC plans can safely remain at home.

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

Attendance

The school does not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The School will ask parents to book 'child care' online each week if they are a Key Worker. Vulnerable children will also be added to this online schedule. Contact will be made with parents if a vulnerable or Key Worker child does not attend. The nominated Social Worker will be notified if a vulnerable child does not attend.

Movement of Staff

It is essential from a safeguarding perspective that on any given day, we are aware of who will be on the school site and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. All staff, visitors and volunteers must sign in at the Estates Cabin on arrival and departure.

Mental Health

Negative experiences and distressing life events, such as the COVID-19 Coronavirus can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupil's work where they are at home. The school shall continue to provide pastoral and mental health support where staffing allows throughout the period of school closure. Students and their parents have been made aware that they can access this support by contacting Justin Dixon (Deputy Head Master & DSL) at justin.dixon@kings.lincs.sch.uk

Online Safety

The school will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems.

It is important that all staff who interact with children online continue to look out for the signs that a child may be at risk. Any concerns should be dealt with in-line with the Safeguarding and Child Protection Policy and referrals made to the DSL if appropriate.

Children and parents will be able to report online concerns to the DSL and they have been notified of external support from:

Childline <https://www.childline.org.uk/>

UK Safer Internet Centre <https://reportharmfulcontent.com/>

CEOP <https://www.ceop.police.uk/safety-centre/>

The Head Master will be in regular contact with parents and carers and will reinforce the importance of children being safe online. It will also be important for parents and carers to be aware of what their children are being asked to do online. This can be viewed through the Parent Portal on Frog.

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. We shall publish a list of support that parents can access to keep their children safe online on the Parent Portal on Frog.

APPENDIX 1: DEFINITIONS & CATEGORIES OF ABUSE

A. DEFINITIONS

A CHILD:

Any person under the age of 18 years old in this school, and includes pupils on roll aged over 18. It also refers to SEND pupils up to the age of 25.

HARM:

Means ill-treatment or impairment of health and development, including, for example impairment suffered from seeing or hearing the ill-treatment of another.

DEVELOPMENT:

Means physical, intellectual, emotional, social or behavioural development.

HEALTH:

Includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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.

A VULNERABLE CHILD:

Is a disadvantaged child who would benefit from extra help from public agencies in order to make the best of their life chances.

CHILD IN NEED (SECTION 17 OF THE CHILDREN'S ACT)

A child shall be taken as 'In Need' if:

- He is unlikely to achieve or maintain or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority.
- His health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services.
- He is disabled.

Child in need of Protection (Section 47 of the Children's Act)

A child shall be taken as 'In Need of Protection' if:

- The child has suffered ill-treatment or impairment of health or development as result of physical, emotional, sexual abuse or neglect and further ill-treatment is likely.
- Professional judgement based on enquiries or research evidence is that the child is likely to suffer ill-treatment or the impairment of development as a result of physical, emotional, sexual abuse or neglect.

CATEGORIES OF ABUSE

PERSISTENT OR SEVERE NEGLECT:

Persistent failure to meet a child's physical/psychological needs. Failure to provide:

- Adequate food, shelter, clothing or access to appropriate medical care/treatment.
- Protection from harm/danger (including leaving the child unsupervised).
- Appropriate response to the young person's emotional needs.

PHYSICAL ABUSE OR INJURY:

Hitting, throwing, shaking, biting, scalding, drowning, suffocation or otherwise causing physical harm.

Giving poisonous substances, inappropriate drugs (including medicines) and alcohol.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

SEXUAL ABUSE

Forcing or enticing a child to take part in sexual activities.

May involve penetrative/non-penetrative/ non-contact activities.

Responding to inappropriate sexual advances from a child.

EMOTIONAL ABUSE

Persistent or severe emotional ill treatment or rejection in which the child feels unwanted, ugly, worthless, guilty or unloved.

Caused by threats, verbal attacks, taunting, constant lack of affection.

ORGANISED ABUSE

Involvement of a number of abusers, a number of children and may encompass a range of abusive behaviour.

APPENDIX 2: POSSIBLE SIGNS AND SYMPTOMS

Physical Abuse

Unexplained injuries or burns, particularly if they are recurrent.	Fear of returning home or parent contact.
Finger, belt, buckle, teeth marks.	Fear of undressing.
Scarring.	Fear of medical help.
Refusal to discuss injuries or improbable explanations.	Aggression/bullying.
Untreated injuries or lingering illnesses not attended to.	Over compliant.
Avoidance of physical contact.	Running away.
	Significant changes in behaviour without explanation.
	Unexplained absences.

Emotional Abuse

Continual self-depreciation.	Air of detachment.
Fear of new situations.	Social isolation.
Inappropriate emotional responses to painful situations.	Desperate attention seeking behaviour.
Self-harm/mutilation – cutting, biting.	Desperate to please/seek approval.
Compulsive stealing/scrounging.	Developmental delay.
Drug/solvent abuse.	Eating problems.
Obsessive rocking/thumb sucking.	Depression or withdrawal.

Neglect

Constant hunger.	Low self-esteem.
Poor personal hygiene.	Poor social relationships.
Inappropriate/poor clothing.	Compulsive stealing/scrounging.
Frequent lateness or non-attendance. Untreated medical problems and health appointments not kept.	Constant tiredness.
	Succession of illnesses

Sexual Abuse

Bruises, scratches, burns or bite marks to the body.	Aggressive, anger, anxiety, tearful.
Scratches, abrasions, or persistent infections in the anal or genital regions.	Attempts to teach other children about sexual activity.
Sexual awareness inappropriate to the child's age.	Withdrawal from friends.
Public masturbation.	Unwillingness to change e.g. PE changing
Refusal to stay with certain people or go to certain places.	Relationships with adults become demanding.
	Desperation to please adults.

Many symptoms are common to all of the types of abuse. Emotional abuse will always be present with one of the other categories. Some symptoms will also be part of children's behaviour – you know your children look for changes and patterns of change. Talk to other members of staff – gather information and monitor.

APPENDIX 3: HOW TO DEAL WITH DISCLOSURES

This information is about establishing concerns, NOT investigating them. It is the role of the Social Care team and the Police to conduct investigations. The Designated Safeguarding Lead will use the 'Meeting the Needs of Children and Families in Lincolnshire' document for making safeguarding decisions. This will determine the threshold of concern and whether the issue can be dealt with in school or whether it requires an Early Help Intervention.

5 stages in dealing with disclosure

RECEIVE

Listen, remain neutral and accept what the child says.

REASSURE

Stay calm, assure the child that they have done the right thing. Don't make promises, including confidentiality. Try to alleviate feelings of guilt and shame, empathise with the child.

REACT

The first concern is for child safety. Administer medical help immediately if it is needed.

Talk to the child in order to inform the decision about making a referral. Use only open questions e.g.

- Can you tell me what happened?
- Where did it happen?
- Tell me about it in your own words.

Don't criticise the perpetrator.

Explain what happens next.

Inform the Designated Safeguarding Lead (DSL) for child protection issues. Do not discuss the matter with anyone else.

If the DSL decides that no action is required and the teacher disagrees, they can inform Social Care Services directly in order to fulfil their legal duty. You must have compelling evidence before following this course of action.

The framework for the assessment of children in need (including child protection) directs that the referrers should contact parents before the referral is made unless doing so would put the student at increased risk. If in doubt the DSL will seek the advice of Social Care Services.

Any contact with parents should be by the Head Master or Deputy Head Master.

RECORD

Make notes as accurate as possible – use the actual words of the child. This must be completed by the person making the referral. Note any questions the child raises. Write up notes as soon as possible, note who was present, positions in the room and anything factual about the child's appearance. Check the notes with the child then sign and date them. The notes must be kept secure – please give them to DSL as soon as possible.

NEVER:

- Take photographs.
- Arrange medical examination.
- Attempt a medical judgement.
- Remove clothing.
- Tape record an interview.

SUPPORT

Create space and time for the child throughout the process.

Get support for yourself in handling the situation with the child.

Get support for yourself e.g. another adult to talk to.

Please Remember

All matters relating to Child Protection are confidential. The Head Master or DSL will disclose any information about a child to other members of staff on a need to know basis.

APPENDIX 4: PREVENTING EXTREMISM AND RADICALISATION

Indicators

The following indicators may help to identify factors that suggest a child may be vulnerable or involved with extremism:

- Changing their style of dress or personal appearance to integrate within a group.
- Self-segregation.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology of concern.
- Using insulting and/or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others

APPENDIX 5



THE KING'S SCHOOL
GRANTHAM

Child Protection Information for Visitors and Volunteers

Welcome to the King's School. The school is committed to the highest standards in protecting and safeguarding the children entrusted to our care. The school expects visitors and contractors to:

- Behave in a courteous and appropriate manner.
- Not use your mobile phone when on the school site.
- Not leave reception unless accompanied by a member of staff (unless otherwise agreed).
- Sign in at reception and fill out the visitor's book.
- Visibly wear their visitors badge at all times and return this to reception when leaving site.
- Co-operate with the school on all matters relating to Health and Safety.
- Report any hazards or suspicious activities.
- Report any accidents or incidents that occur to the reception team.



Please note that visitors are not permitted to take photographs of the school/children without the necessary permission and supervision.

Visitors are asked to only use staff toilets.

The school supports all children by:

- Promoting a caring, safe and positive environment within the school.
- Encouraging self-esteem and self-assertiveness.
- Effectively tackling bullying and harassment.

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following member of staff as quickly as possible through reception.

<p>Designated Safeguarding Lead (DSL) Mr Justin Dixon (Deputy Head Master)</p> 	<p>Assistant Designated Safeguarding Lead Miss S V Bieber (SENDCO):</p> 
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Everyone working with children, or their parents and carers should be aware of the following:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once an initial concern is raised.
- They should involve the Designated Safeguarding Lead (DSL) immediately.
- If the DSL is not available the Head or the Assistant DSL should be contacted.
- Disclosures of abuse or harm from children may be made at any time.

Please report any concerns immediately

Equality and Diversity

The school seeks to provide a welcoming environment and will not tolerate any form of discrimination, bullying or harassment from or towards its students, staff or visitors.

If you have any concerns about the way you or others have been treated, please inform a member of the reception team.

Fire Evacuation and Fire Safety

If you discover a fire, please activate the nearest break glass point. If the fire alarm sounds continuously, you are to evacuate the building immediately and assemble in the quad.

First Aid

In case of an accident or incident, please contact reception by dialling 0 from any school phone and a member of the team will arrange for a First Aider to attend.

Should you have any questions, please do not hesitate to ask a member of staff who can be identified by the King's School staff lanyard they wear.