



## King Edward's School

### Safeguarding and Child Protection Policy and Procedures

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Ratified by the Independent Schools' Governing Body (ISGB) on

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Signed by the Chairman of ISGB:

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King Edward's follows the locally-agreed inter-agency procedures of [Procedures of Birmingham Safeguarding Children Partnership](#) (BSCP), including [Right Help Right Time \(RHRT\) v5, December 2021](#) and [Early Help](#).<sup>1</sup>

Child Protection at King Edward's must comply with the safeguarding requirements set out in:

- DfE document [Keeping Children Safe in Education \(September 2023\)](#) (referred to as KCSIE)
- [Working Together to Safeguard Children](#) (July 2018) (WT).
- [Revised Prevent Duty Guidance: for England and Wales](#) (April 2021) (Prevent) and [The Prevent duty: Departmental advice for schools and child minders](#) (June 2015). Further information and screening tool from BSCP [here](#).
- [Sexual violence and harassment between children in Schools](#) and colleges (July 2021)
- [Statutory RSHE guidance 2019](#)
- [The Use of Reasonable Force July 2013](#)
- [The Abuse of Positions of Trust legislation in the Sexual Offences Act 2003](#)

And give due regard to:

- The non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (March 2015)
- and advice from the Department for Education and the Local Safeguarding Children's Board in the documents [Preventing and Tackling Bullying July 2017](#) and [Cyber bullying: Advice for headteachers and school staff](#).

This policy is intended to clarify how those standards are to be met by the School. It will be reviewed annually to ensure that it complies with current legislation and the review will include an update and review of the effectiveness of safeguarding procedures and their implementation.

This policy should be read in conjunction with the following King Edward's School policies:

- School Staff Code of Conduct
- Visits / Trips out of School policy
- Behaviour and Discipline policy
- Anti-bullying policy
- Online Safety policy
- Missing Pupil policy
- Whistle Blowing policy
- Safer Recruitment policy
- Visiting Speaker (No-platform) policy
- The PSHE and RSE policy

These policies are available on the School website, Firefly (the School's VLE) and/or by request.

A copy of this policy is available on the School website and a hard copy is available on request.

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<sup>1</sup> Where a child falls under another local authority, the school will comply with those LSCP procedures as appropriate.

# Quick reference guide for all staff: safeguarding at King Edward's School

## Statement of Principles

- **Priority:** At King Edward's School safeguarding and promoting the welfare of children is our highest priority.
- **Embedded:** We aim to create a 'culture of safeguarding', where safeguarding is at the forefront of not only policies and procedures but embedded within our culture, and where children are kept and feel safe.
- **Whole-school approach:** Safeguarding and promoting the welfare of children is everyone's responsibility. All staff must be aware of what to do if a child tells them s/he is being abused or neglected.
- **Professional curiosity:** All staff must be alert to safeguarding concerns and should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- **Reporting:** No single professional can have the full picture of a child's circumstances: reporting any concern, and ensuring it is accurately logged on CPOMS, is vital.
- **Child-centred:** All staff should ensure their approach is child-centred. This means that they must consider, at all times, what is in the best interests of the child.
- **'It could happen here':** Child abuse can occur anywhere and KES should not be considered in some way immune.

## The Designated Safeguarding Leads



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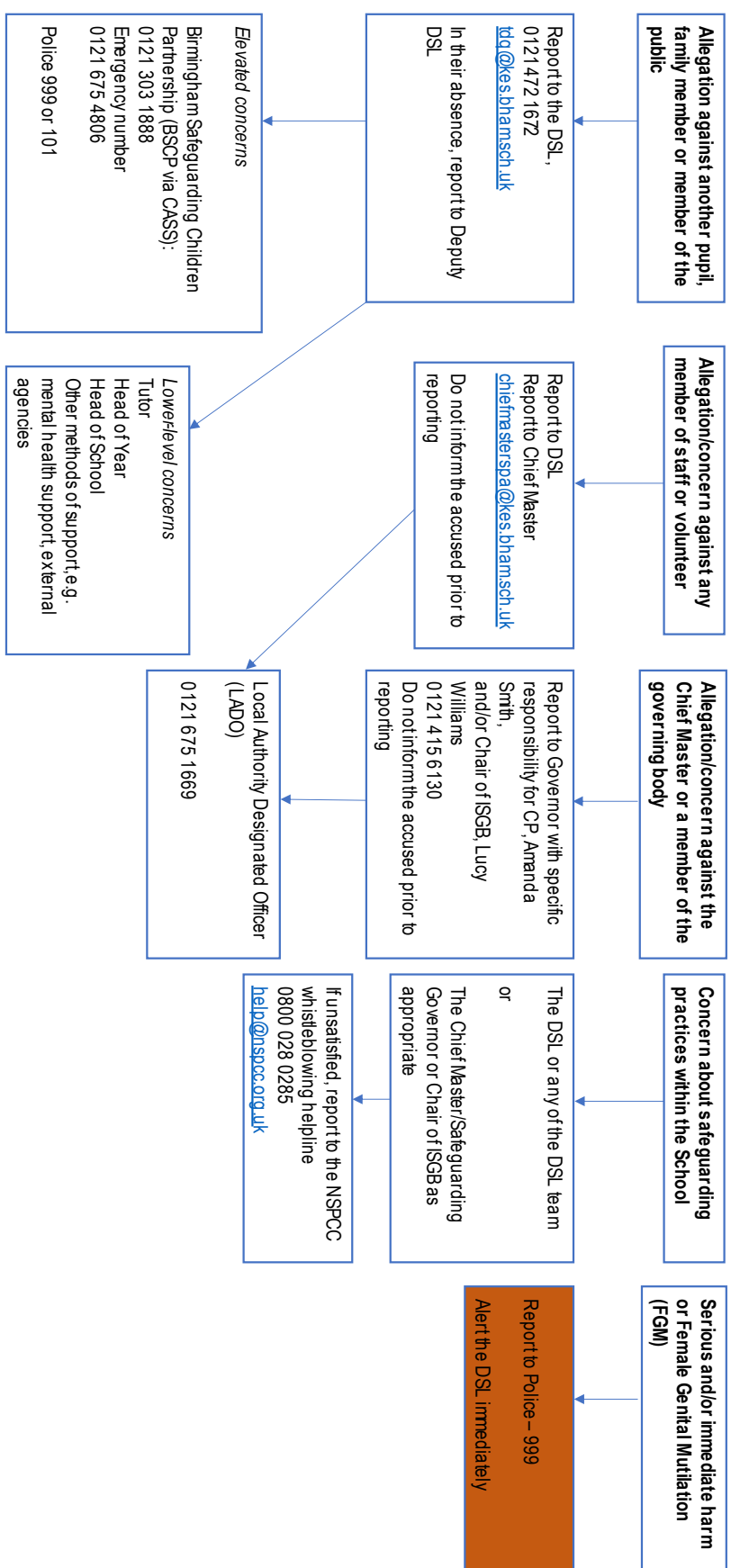
## How to report a concern or disclosure

If you suspect abuse, a young person confides in you, or a concern is raised to you about any adult or about yourself, it is your duty to report the concern to the Designated Safeguarding Lead (DSL). You should use the flowchart on the following page to help you.

If a young person tells you about abuse by someone else:

1. Always stop and listen straightaway. Ask open-ended, rather than leading, questions such as 'What happened?' and 'Who was involved?'
2. Write brief notes outlining the conversation either during or immediately after the disclosure. It is important that you try to record the pupil's words objectively and without judgement. Sign and date your notes.
3. Do not guarantee confidentiality. Explain that you will have to report the matter to the Designated Safeguarding Lead so that they can offer help and guidance.
4. Report the matter to the Designated Safeguarding Lead and record your concerns on CPOMS.

## Reporting your concerns: what to do if...





# Safeguarding policy and procedures

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## Statement of Intent

At King Edward's School safeguarding and promoting the welfare of children is our highest priority.

Safeguarding and promoting the welfare of children is everyone's responsibility. We take a whole-school approach to safeguarding and ensure that safeguarding and child protection are at the forefront of all aspects of process and policy development. We understand that as a school we are in an important position to identify concerns early, provide help and prevent concerns from escalating. We recognise the importance of early help. Our business is to know everyone as an individual and to provide a secure and caring environment where concerns are taken seriously, so that every pupil can learn in safety and feel listened to: we describe this as a 'culture of safeguarding'.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. No single member of staff can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. In order to fulfil this responsibility effectively, all staff at King Edward's School should also ensure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Where there is a safeguarding concern, school staff (with DSL or Deputies) will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Our systems of support are in place, and they are well-promoted, easily understood, and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

## Key contacts

Designated Safeguarding Lead	Tom Quayle	External: 0121 472 1672 <a href="mailto:tdq@kes.bham.sch.uk">tdq@kes.bham.sch.uk</a>
Deputy Designated Safeguarding Lead	Carolyn Bayley	External 0121 472 1672 <a href="mailto:cvb@kes.bham.sch.uk">cvb@kes.bham.sch.uk</a>
Deputy Designated Safeguarding Lead	Sarah-Louise Jones	External: 0121 472 1672 <a href="mailto:sli@kes.bham.sch.uk">sli@kes.bham.sch.uk</a>
Deputy Designated Safeguarding Lead	Henry Coverdale	External: 0121 472 1672 <a href="mailto:hmc@kes.bham.sch.uk">hmc@kes.bham.sch.uk</a>
Chief Master	Katy Ricks	External 0121 472 1672 <a href="mailto:chiefmasterspa@kes.bham.sch.uk">chiefmasterspa@kes.bham.sch.uk</a>

Any person who has a concern but does not wish to speak to the School directly may contact any of the following people or agencies to report their concern and / or seek advice.

Governor for Safeguarding	Amanda Smith	Foundation Office Edgbaston Park Road, Birmingham, B15 2UD 0121 415 6130
Chair of ISGB	Lucy Williams	Foundation Office Edgbaston Park Road, Birmingham, B15 2UD 0121 415 6130
Children's Advice and Support Services (CASS) – single point of contact for Birmingham Safeguarding Children Partnership (BSCP)		0121 303 1888 Emergency number 0121 675 4806
Local Authority Designated Officer (LADO team)		0121 675 1669
DfE extremism concerns		020 7340 7264 <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>
Birmingham Schools Safeguarding Advisor		<a href="mailto:educationsafeguarding@birmingham.gov.uk">educationsafeguarding@birmingham.gov.uk</a>
Police		101
NSPCC whistleblowing helpline		0800 028 0285 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>



# Aims

Safeguarding and promoting the welfare of children (all those under 18) is defined as:

- protecting children from maltreatment<sup>2</sup>
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

To that end, we will ensure that arrangements are in place for:

- All reasonable measures to be taken to minimise the risks of harm to children's welfare
- All appropriate actions to be taken to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies
- All persons working at this School to be made aware of this policy, and their roles and responsibilities (see '**Overview of Roles and Responsibilities**' below).

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to; and build trusted relationships with children which facilitate communication
  - Create a culture of safeguarding, where all staff show professional curiosity and report any concerns to the DSL
  - identify children who need early help, who are a 'child in need', or at risk of or experiencing 'significant harm' (see '**Children's Needs**' below)
  - Recognise the value of early help and intervention and ensure that children's needs are met (see '**Children's Needs**' below)
  - Recognise signs and symptoms of abuse, neglect and other harms (see '**Child Protection Risks**' below)
  - Understand the factors, places and contexts that might place children at risk (see '**Contextual Safeguarding**' below)
  - Reassure victims they are being taken seriously and will be supported and kept safe. We will never give the impression that they are creating a problem and make victims feel ashamed of reporting abuse, sexual violence or sexual harassment
  - Understand that children may not feel ready to tell someone they are being abused, exploited or neglected, they may not recognise their experiences as harmful
  - Respond quickly and effectively to cases of suspected abuse
  - Be aware that one pupil may suffer abuse inflicted by another pupil or a group of pupils – including child-on-child sexual violence and sexual harassment. In such cases of child-on-child abuse staff will follow the same reporting procedures as when dealing with any other allegations of abuse. All appropriate action will be taken to ensure the safety and welfare of all pupils involved (including the pupil accused of abuse) with the advice of children's social care.
  - Monitor and support children at risk
  - Use the curriculum to raise children's awareness of safeguarding and to build confidence and skills
  - Work closely with parent/carers and external agencies
  - Ensure that all adults within our school who have access to children have been checked as to their suitability in accordance with the guidance given in KCSIE and the Education (Independent School Standards) Regulations 2019 (Independent School Standards Regulations)
- 
- **At all times maintain an 'it could happen here' approach to all aspects of safeguarding**

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<sup>2</sup> 'Child protection' generally refers to the protection of children who are suffering or likely to suffer significant harm

# Section 1: Roles and responsibilities

## 1.1 An overview of roles and responsibilities

For a fuller explanation of roles and responsibilities, including the role of the DSL, please refer to Appendix A, 'Roles and Responsibilities'.

### The Governing Body

The ISGB has oversight of safeguarding at King Edward's. Amanda Smith is the Liaison Governor for Safeguarding. The Governors have appointed the DSL as the senior member of staff from the School's Senior Leadership Team to take lead responsibility for safeguarding and child protection.

### The Designated Safeguarding Lead and DSL team

The Designated Safeguarding Lead (DSL) takes lead responsibility for all safeguarding and child protection matters, including oversight of online safety provision. They are supported by the DSL team of Deputy DSLs.

The contact details for the DSL team can be found on page 3 of this document: they should be the first point of contact in any matters concerning safeguarding and child protection and are the most appropriate people to advise on a response to safeguarding concerns.

### All staff

Safeguarding is **everyone's responsibility**. It is the duty of all staff, teaching and non-teaching, to play an active role in ensuring the safety and promoting the welfare of the children in our care.

All staff are expected to know and to follow the child protection and safeguarding procedures, and to have read and understood this policy, including **'the Use of Reasonable Force'** and **'Online Safety'** sections.

All staff must read KCSIE Part 1 and Annex B (or Annex A if not working directly with children).

All staff should exercise professional curiosity and report their concerns.

All staff must read and abide by the School's Staff Code of Conduct (and other relevant policies).

In order to effectively discharge these obligations, all staff receive training on induction/arrival, and ongoing regular training, which includes details of the process for making referrals to children's social care; the Early Help Assessment process; and the importance of sharing information and liaising closely with the DSL. It will also include the school's responsibilities and arrangements regarding online safety, filtering and monitoring and the risks that children face online and requirements under the Prevent duty.

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children including those checks required under the Independent School Standards Regulations. (See **'Safer Recruitment'**)

### Pupils

The School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures.

Time is allocated in Assemblies, PSHE lessons (including RSE) and Form Tutor time for discussion of safeguarding and child abuse (including child-on-child abuse) and other relevant safeguarding issues, including how to stay safe online. The aim is to develop in pupils the knowledge and confidence which they require to recognise abuse and to stay safe, and for all pupils to know who they can turn to if they are worried or concerned.

### Parents, guardians and carers

The School works closely and, where possible, in partnership with parents, guardians and carers, including education regarding safeguarding and the risks that children & young people face. There may be times where the school is legally obliged to contact other agencies without notifying parents/guardians/carers.

### **Multi-agency working**

The school works with external agencies including the local authority, the police and health services to safeguard and promote the welfare of children.

### **Visitors and volunteers**

A summary of the School's procedures will be distributed to all visitors at Reception on the reverse of the visitor's badge. Visitors' attention is drawn to this information.

Visiting speakers must abide by the 'No Platform' Policy.

In the event of an allegation relating to an incident taking place when a third-party individual or organisation is using the school's premises, the school's safeguarding policy and procedures will apply, and appropriate referrals to external agencies will be made. (See KCSIE 2024, Part 4, Paragraph 377).

## Section 2: Children's Needs, Susceptibility to Harm and Child Protection Risks including Child-on-Child Abuse

### 2.1 Children's Needs: what do we mean by children's needs?

The Birmingham LSCP categorises children's needs as follows (see [Right Help Right Time Dec 2021](#) p7/8):

Universal needs	<p>All children have a right to a range of services – professionals will assess families to make sure that their general needs are met</p> <p>A range of services such as maternity services/ health visiting services, school nursing, GP practices, early years, school and education settings, housing and youth services are provided as a right to all children including those with universal plus, additional and complex needs.</p> <p>These services are also well placed to recognise and respond when extra support may be necessary. This may be because of the child's changing developmental, health and wellbeing needs or because of parental or family circumstances.</p>
Universal Plus	<p>When a child and their family have needs that require support and interventions above and beyond normal universal services</p>
Additional Needs	<p>When a child and their family have needs that may require an intensive or substantial package of support and these can be met without the need for statutory social work intervention.</p> <p>Such a package needs a co-ordinated multi-disciplinary approach.</p>
Complex/Significant Needs	<p>When the child's health and development may be impaired without the provision of services</p> <p>OR</p> <p>Where there is reasonable cause to suspect that the child is suffering or is likely to suffer <b>significant harm</b>.</p>

Using this framework allows us to identify those whose needs are being met; those who may have more complex, additional or unmet needs; and those with complex/significant needs who are at risk of significant harm.

## **2.2 Children's needs and vulnerability to harm**

All children are vulnerable to harm, and all staff must always maintain an attitude of 'it could happen here'.

### ***The context of our pupils***

King Edward's is a genuinely diverse environment, with children drawn from all parts of the city and the Midlands, from all kinds of backgrounds, cultures and beliefs, and with all kinds of protected characteristics: reflective of Birmingham itself.

This diversity is a significant strength, but staff should be attentive to challenges that may particularly affect pupils at KES, for example:

- The fact that neglect – and all kinds of abuse -- can occur in all families, including those who come from affluent backgrounds, and that often affluence is a risk factor for other harmful behaviours (for example, access to alcohol and drugs; lack of parental supervision);<sup>3</sup>
- The prospect for children, particularly those who travel from outside of the city, to be drawn into CCE/County Lines exploitation or to be exposed to harm on their way to and from school as well as while at school;
- The particular demographic/ethnographic/cultural and religious challenges relevant both to the school at Birmingham as a whole (for example, concerning Honour-Based Violence, Forced Marriage and FGM);
- The possibility of bullying and/or child-on-child abuse developing between children of different backgrounds, intellectual abilities, financial circumstances and/or protected characteristics;
- That those with Special Educational Needs and Disabilities can face additional safeguarding challenges (see below)
- The possibility of – for instance – sexual violence/sexual harassment or other harmful sexual behaviours occurring both within KES and between pupils at KES and KEHS
- The risk of miscommunication or inadequate information-sharing between agencies working with children who attend school in one local authority and have their home in another, and the importance of effective and timely information sharing;
- The risks associated with being a prestigious and highly selective institution, in particular those highlighted by the [Independent Inquiry into Child Sexual Abuse](#), and the need to ensure that all concerns are effectively reported, investigated and – where appropriate -- escalated.

### ***Contextual Safeguarding***

"Contextual Safeguarding is an approach to creating safety for children who experience harm in their communities. A distinctive aspect of Contextual Safeguarding is that practitioners try to understand and then target the social conditions of abuse in a context. This is an ecological approach." (Firmin 2017)<sup>4</sup>

In our response to safeguarding concerns, the DSL and deputies will consider not only the behaviour of the children involved and their specific vulnerabilities, but also the wider context of those concerns in the 'ecological' way outlined above.

Safeguarding incidents and/ or behaviours can be associated with factors outside of the school and can occur between children outside the school. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This should always be considered when a children's social care assessment is carried out.

**All** staff, but especially the DSL and deputies, should consider whether children are at risk of abuse and exploitation outside their families.

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<sup>3</sup> See <https://www.farrer.co.uk/globalassets/handling-cases-of-affluent-neglect-in-schools.pdf>

<sup>4</sup> More information is available at [www.contextualsafeguarding.org.uk](http://www.contextualsafeguarding.org.uk)

## ***Children with unmet needs***

### ***Universal Plus, Additional Needs, the Early Help Assessment and 'Child in Need'***

Early Help Assessment 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 (Working Together to Safeguard Children, 2018). All staff should be prepared to identify children who may benefit either from in-school early help, a formal Early Help assessment<sup>5</sup>, and to support other agencies and professionals in conducting such an assessment. In the first instance, staff should discuss Early Help requirements with the DSL.

A Child in Need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

In situations where a child has not suffered significant harm and is not at risk of suffering significant harm, but risk factors are present or the child is in need of support from one or more agencies, the DSL and other senior staff will advise on Early Help Assessment and also preventative work that can be done within School. An agreed member of staff will talk to the child's parents/carers, sharing the School's concern about the child's vulnerability and discussing how the family and school can work together to reduce the risk.

More information about how to identify children's needs can be found in **Appendix B**.

See **What to do if you have concerns about a child (as opposed to a child being in immediate danger) in Section 3 - Procedures** for details of the actions taken in this situation.

## ***Children susceptible to harm***

In addition, pupils who may be particularly vulnerable or at risk include:

### **Children with Special Educational Needs (SEN) and disabilities or physical health issues**

Staff are aware that children with special educational needs and disabilities can face additional safeguarding challenges. They are aware of all pupils in school with SEN and disabilities and know that additional barriers can exist when recognising abuse and neglect in this group of children, such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying than other children;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers to identify whether action is required.

## **Children requiring mental health support**

We recognise the School's role in supporting the mental health and wellbeing of their pupils. We understand that mental health problems can, in some cases, be an indicator that a child is suffering abuse, neglect or exploitation. We have a holistic and multi-faceted approach to the prevention, identification and support of pupils experiencing mental health difficulties. The DSL oversees all aspects of mental health provision in the school.

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<sup>5</sup> Circumstances where a child may benefit from early help are detailed in KCSIE Part 1, page 9

## **Looked after Children and previously looked after children (children in care)**

Looked after and previously looked after children may be vulnerable and prompt action may be required to safeguard them. The DSL or a deputy will be the designated member of staff to promote the educational achievement of any pupil who is looked after or has been previously looked after. The School will ensure that this member of staff is suitably trained and supported and has access to all relevant information about the care arrangements and support structure for the pupil.

## **Children who are absent from education (formerly CME)**

The Birmingham City Council Children [Missing from Education \(CME\)](#) team works jointly with schools in respect of pupils on roll at school, who are absent from school and where their whereabouts are unknown.

This might be a child who is not at their last known address, has 5 or more days of continuous absence from school without explanation, or has left school suddenly and their destination is unknown.

Where reasonably possible we hold more than one emergency contact number for each child in order to give additional options to make contact with a responsible adult if the child is identified as a welfare and/ or safeguarding concern.

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions. Concerns should be referred to the DSL or deputies who contact the LEA or Children's Advice and Support Service (CASS) in line with the LEA CME policy.

The government's [missing children and adults strategy](#) and the DfE's [children missing education](#) guidance provide useful information when considering children who go missing from education. This includes information LA when removing a child from roll and standard and non-standard transition points.

The School will refer to the DfE guidance for local authorities if a parent indicates they will be electing for home education (EHE) for their child – where there is a need for vigilance and the consideration of vulnerabilities – and the LA will be notified.

## **Missing Pupils**

All staff are informed of the procedure to be used for searching for, and if necessary, reporting, any pupil found to be missing from School during the School day. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Pupils are registered in all timetabled lessons and in form groups in the morning and afternoon.

The School is aware that a pupil going missing from an educational setting is a potential indicator of abuse or neglect, and accordingly gives attendance and registration the highest priority, giving regard to the Department for Education guidance in [Working together to improve school attendance \(publishing.service.gov.uk\)](#)

Please see the School's separate **Missing Pupil Policy** for further details on this procedure.

## **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Abduction may be committed by parents, family member, neighbours and by strangers.

Community safety incidents in the vicinity of the school may raise concerns e.g people loitering, or unknown adults engaging children in conversation. They should be dealt with accordingly, which might include engaging our community police officer for support and, for example, involving the DSL team from KEHS and/or the University of Birmingham. See also 'Contextual Safeguarding' above.

It is important to empower pupils and build their confidence and ability to keep themselves safe, rather than simply warning of 'stranger danger': as such, as pupils start to travel more on their own and become more independent they are given

practical advice on how to keep themselves safe as well as practical decision-making skills.

### **Children in the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed. Age appropriate support (for 5-11/ 12-17 year olds) explains the process, support and special measures available.

Arrangements via the family courts following separation or divorce can be challenging and entrench conflict in families. This can be stressful for children and pastoral leads will be alert to these stressors and make appropriate arrangements, which might include the offer of mental health support.

### **Children with family members in prison**

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

### **Children who need a social worker (Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, poor mental health and disadvantaged educational outcomes. Such adverse childhood experiences may also inform the provision of academic / pastoral support and adjustments. The local authority should pass on information so that decisions in the best interest of the child can be made, in particular responding to safeguarding issues such as unauthorised absence or being missing in education etc.



## **2.3 Child Protection Risks**

Safeguarding is everyone's responsibility.

It involves protecting children from maltreatment, preventing impairment of children's health and 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. Children includes everyone under the age of 18.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult or adults or another child or children known to them, or more rarely, by others (e.g. online). Children can be at risk of harm inside and outside of School, inside and outside of home as well as online.

It is vital that staff are familiar with and can recognise these risks. Child-on-child abuse, perhaps the form of harm that staff at KES are most likely to come across, is described in the section which follows; other forms of harm are catalogued in the pages listed in the table below. It should be noted that this is not an exhaustive list.

Safeguarding and child protection involve identifying and managing specific pupils who are at risk of significant harm due to:

<b>Risk</b>	<b>Explanation within this Policy</b>
Child-on-child abuse	<b>2.4, 'Child-on-child abuse'</b>
Abuse, including physical abuse, emotional abuse, sexual abuse, or domestic abuse	<b>Appendix C</b>
Neglect	<b>Appendix C</b>
Online safety and harms, including cybercrime	<b>Appendix D</b>
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	<b>Appendix E</b>
Honour-based violence, including Female Genital Mutilation (FGM) and Forced or Child Marriage	<b>Appendix E</b>
Other forms of risk, for example homelessness, mental health, serious youth violence	<b>Appendix E</b>

Sexual violence and sexual harassment between children	<b>Appendix F</b>
Exposure to extremism/radicalisation (and the Prevent Duty in schools)	<b>Appendix G</b>

More information about all of these risks can also be found in KCSIE, Annex B.

**Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

## **2.4 Child-on-child abuse**

### ***Introduction***

All staff should be aware that children can abuse other children (referred to as child-on-child abuse) and that abuse can happen both inside and outside of school, and both on- and offline. All staff should maintain an 'it could happen here' attitude. Even if there are no reports of child-on-child abuse, this does not mean it is not happening: it may be the case that it is just not being reported.

King Edward's School has a zero-tolerance approach to all abuse, and it should never be passed off or downplayed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and, as a worst case scenario, a culture that normalises abuse: one in which children accept it as normal and do not come forward to report it.

Instead, all staff and pupils, and all members of the school community must promote a culture of safeguarding: one that challenges inappropriate behaviours between children that are actually abusive in nature; that understands the damage such abuse causes; that identifies the indicators and signs of child-on-child abuse; and that acts effectively and responsively to any reports or cases of such abuse.

Children can show signs or act in ways that they hope adults will notice and react to; or staff may overhear a conversation (or see online) that suggests a child has been harmed. Staff should maintain a sense of professional curiosity and should adopt a '**see something, say something**' approach in recognition that pupils may not routinely report abuse.

If staff have any concerns regarding child-on-child abuse, they should speak to the DSL or DSL team.

If a child reports child-on-child abuse, they should be reassured that they are being taken seriously and told that they will be supported and kept safe. We must never give young people the impression that they are creating a problem or make them feel ashamed of reporting abuse, sexual violence or sexual harassment.

**Staff should follow the procedure for dealing with a pupil disclosure in Section 3 of this policy; where sexual violence or harassment is alleged refer to KSCIE 2023, part 5.**

### ***Awareness***

All staff should be aware of the different forms child on child abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (also known as 'teenage relationship abuse') which depending on age, could be domestic abuse in law;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (may include an online element which facilitates, threatens and /or encourages physical abuse)
- sexual violence<sup>6</sup>, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- sexual harassment<sup>7</sup>, such as sexual comments, upskirting, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- other harmful sexual behaviours

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<sup>6</sup> Further information about sexual violence can be found in Appendix F

<sup>7</sup> Further information about sexual harassment can be found in Appendix F

## ***Prevention***

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse and the important role they have to play in minimising it and responding where they believe a child may be at risk from it.

All staff must understand their role in challenging inappropriate behaviours between peers that are abusive in nature. Through good role-modelling and never downplaying or dismissing abusive behaviour as 'normal', we will teach pupils what is acceptable and what is not.

Staff safeguarding updates and information pages on Firefly serve to supplement this policy in the understanding of child-on-child abuse, how to prevent and respond to it. Advice or information is always available from the DSL and deputies.

The risk of child-on-child abuse is also minimised by raising the awareness of these issues with pupils on an annual basis and reviewing and risk assessing needs as appropriate. Through a comprehensive PSHE (including RSE) curriculum taught by trained staff, designated assemblies, form times and class discussions pupils have the opportunity to learn, understand and ask questions.

Pupils know how to report an issue (abuse or otherwise) to the DSL at any time of the day or night whether in person, through their tutor, Head of Year or Head of School, or through a 'button' on Firefly. There is also a page of information in the school diary about where they can find support in and out of school as well as a list of appropriately trained staff.

The School's **Behaviour and Discipline policy** and **Preventing and Tackling Bullying Policy** make clear the expectations we have of our pupils regarding acceptable behaviour towards other pupils and the possible consequences of poor or inappropriate behaviour, including behaviour that might represent child-on-child abuse.

## ***Identifying***

All staff working with children are advised to maintain the attitude that **'it could happen here'** and a sense of professional curiosity where safeguarding is concerned, including child-on-child abuse.

All staff are aware of the types and signs of abuse (see Appendix A) and that behaviour as the result of abuse is rarely standalone events, and that multiple issues may overlap. All staff, whether teaching or non-teaching, should always be vigilant and always raise any concerns with the DSL or deputies.

## ***Responding***

When a child discloses potential abuse, staff will: reassure the victim they are being taken seriously; let them know that they will be supported and kept safe. We will never give the impression that they are creating a problem or make victims feel ashamed of reporting abuse, sexual violence or sexual harassment.

Staff should follow the procedure for dealing with disclosures in **Section C** of this policy. Where an allegation about the behaviour of a pupil or pupils against another pupil is deemed to be or could be a form of abuse, the allegation must be reported to the DSL and/or deputies.

Appropriate support will be provided to all pupils involved (victim, perpetrator and witnesses), including support from external services, as necessary. As far as practicable the DSL and deputies will ensure that the pupil's wishes are taken into account when determining what action to take and services to provide.

Reports of sexual violence and sexual harassment are likely to be complex. The school will deal with reports of this nature on a case by case basis with the DSL taking the lead in the response. The DSL will take advice from the appropriate authorities in putting in place the measures necessary to safeguard all pupils involved, whether victim or perpetrator; this may involve external agencies.

Following such a report, the DSL should make an immediate risk and needs assessment considering the victim, the

alleged perpetrator and other children and staff. The DSL should also liaise with the authorities (including the police) as appropriate. **KCSIE Part 5** should be consulted for guidance on the ongoing management of the situation.

The School acknowledges the different gender issues associated with child-on-child abuse and recognises that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable. Where required, we will liaise closely with King Edward's VI High School for Girls (KEHS) and other schools.

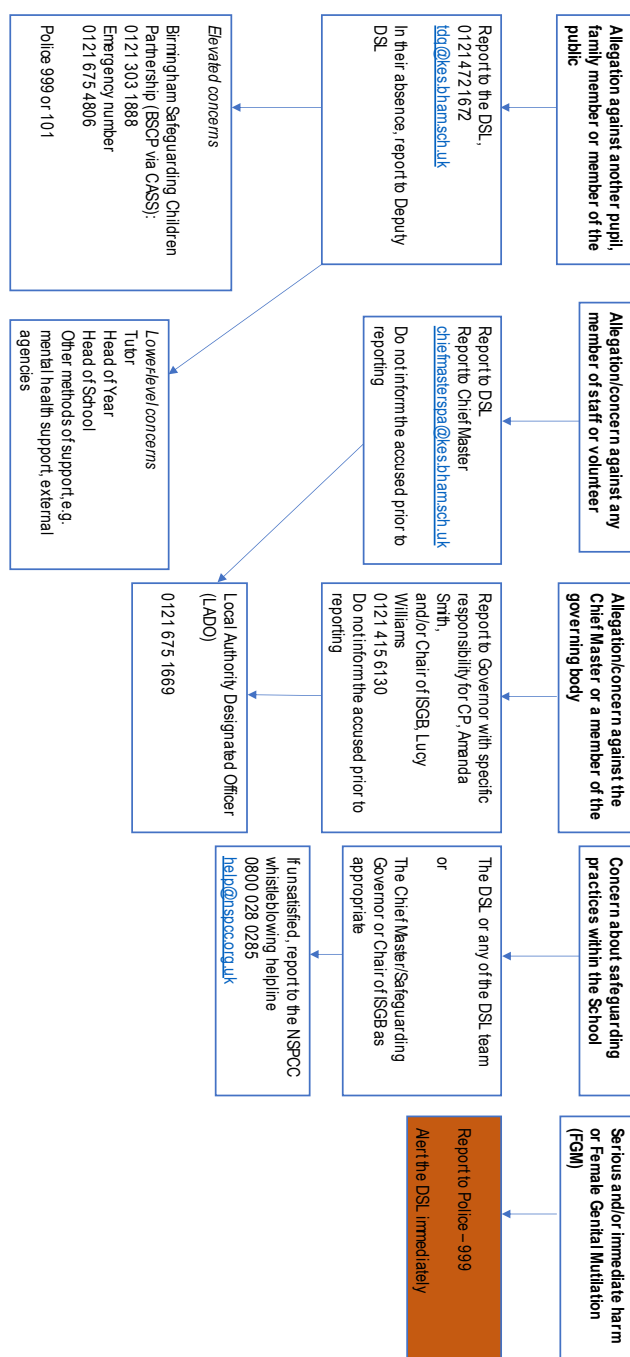
The School acknowledges the wide reaching issue of consensual or non-consensual sharing of nudes or semi-nudes as a form of child-on-child abuse, and the strategies for dealing with this are detailed in the School's **Online Safety policy**. This is covered in detail as part of the e-Safety education of the pupils in all years. See also **Appendix D**.

**If a member of staff suspects there may be an issue with youth produced sexual imagery, the device should be retained, and the DSL must be informed immediately. Under no circumstance should images on the device be accessed. See Youth Produced Sexual Imagery policy.**

## Section 3 – Procedures for Staff: Concerns about children<sup>8</sup>

Staff working with children are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned. If staff have any concerns about a child’s welfare they should act on them immediately and always in the **best** interests of the child, and report those concerns to the DSL.

### 3.1 Raising a safeguarding concern: flow diagram



<sup>8</sup> **Important note:** The procedures detailed below assumes the child in question has a home address within the area covered by Birmingham Children’s Services. If the child in question lives outside this area then the appropriate LSCP will be consulted and their procedures referred to.

## **3.2 Allegations or concerns raised in relation to a child or children**

### ***Talking to a child about a concern or disclosure ('the 5 Rs')***

It is not the role of staff to seek disclosures: instead, our role is to observe that something may be wrong, ask about it, listen carefully and record it accurately, be available and to make time to talk, reassuring pupils that they will always be supported and kept safe. These principles underpin our 'culture of safeguarding'.

Staff should be aware that a child may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or may not recognise that their experiences as harmful. They may feel embarrassed, humiliated or being threatened; and/or may find disclosing abuse difficult. All of these feelings may be amplified by other factors including adverse childhood experiences, special educational needs or disabilities, or – for example – their sexual orientation. Any concerns should be passed to the DSL immediately, and you should not delay in reporting a disclosure.

If you speak with a child about a concern, or a child makes a disclosure to you, it is important you know how to respond.

#### **Receive**

- Stay calm and do not communicate shock, anger, embarrassment or judgement
- Acknowledge how difficult it must have been to talk about this.
- Tell them that you are pleased that they are speaking to you.
- Tell them that you believe them. Children very rarely lie about abuse; the child may have tried to tell others and not been heard or believed. Take it seriously.
- Tell the child that it is not their fault.

#### **Reassure**

- Do not promise confidentiality. Assure them that you will try to help but let them know that you will have to tell other people in order to do this. State who this will be and why (for example, the DSL). Explain that only those who need to know will know
- Reassure, but only as far as is honest and reliable – don't make promises you can't be sure to keep e.g 'everything will be alright now'
- Communicate to the child that they have a right to be safe and protected. Praise the child for telling you.
- Tell the child that they are not a burden and there is no need for them to be ashamed.

#### **Respond**

- Listen quietly, carefully and patiently – do not make assumptions or jump to conclusions
- Do not ask "leading questions" or press for information
- Use open questions: 'what happened?'; 'is there anything else you'd like to tell me?'
- Check that you have understood correctly what the child is trying to tell you.
- Do not tell the child that what s/he experienced is 'naughty' or 'bad'.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard. You should do this as close to contemporaneously as possible, and in the words of the child, though not necessarily at the time of disclosure.

#### **Record**

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Place this on CPOMS.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible and use the CPOMS body map.

- Do not investigate, interrogate or decide if child is telling the truth.
- Keep your recording factual.
- Always keep and pass to DSL any original notes

### Report

- Staff should not attempt to investigate the incident further without advice from the DSL
- Notify the DSL or Deputy DSLs and pass on any notes as soon as possible – often via CPOMS
- Having been notified of a concern, the DSL will ensure that the concern is accurately recorded and be able to advise on the next steps
- Always follow the appropriate procedures for referral in **Section 3.3**

### Confidentiality

An appropriate level of confidentiality is clearly important when dealing with safeguarding concerns. The Chief Master or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only (subject to the advice of the LADO team in relation to allegations against a member of staff or volunteer).

### Disclosure of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important: it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Additionally, how the school responds can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should refer to **Section 5 and Appendix F for specific guidance in this area** and follow the referral process as set out in **Section 3.3** of this policy.

If a child discloses child-on-child sexual harassment or abuse,

### ***Supporting staff following a disclosure or in dealing with a safeguarding issue***

The School recognise that staff 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.

The School will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate (for example, access to counselling).



### **3.3 Overview of approach to safeguarding concerns about children<sup>9</sup>**

#### ***Child is in immediate danger or at risk of harm***

- If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care (BSCP – contact details on page 4 of this policy) and/or the police (if a crime has been committed) immediately.  
Anyone can make a referral.
- Parental consent is not required before referral to statutory agencies (but is recommended).
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible and will then take the lead in managing external agencies – liaising with other staff as appropriate
- If the referral is made by telephone, this should be followed up by logging information on CPOMS or in writing to the DSL, following the record keeping advice on the previous page.
- Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- The DSL will update the incident on CPOMS, noting the action(s) taken
- If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

#### ***Early Help Assessment (child not in immediate danger)***

Where risk factors or concerns are present but there is **no evidence of a significant risk** or immediate danger staff should inform the DSL or deputies, although any member of staff can make a referral to children's social care (BSCP – contact details on page 4 of this policy). If a member of staff makes a referral, they should notify the DSL as soon as possible.

The DSL or deputy advises on Early Help and preventative work that can be done within School to engage the pupil into mainstream activities and social groups. The DSL or deputy may be the person who talks to the pupil's family, sharing the School's concern about the young person's vulnerability and how the family and School can work together to reduce the risk.

In this situation, the School will utilise the Right Help Right Time model (RHRT) and frameworks such as Signs of Safety and Wellbeing (or the appropriate BSCP thresholds / frameworks) to consider the needs of the family and in discussion with the parent and the child (as far as possible). The DSL may decide to:

- Monitor the situation in school after taking appropriate action to address the concerns
- Seek advice from the Children's Advice and Support Service (CASS) so that a strategic overview can be maintained and any themes or common factors can be recognised
- Undertake an 'Early Help assessment' or 'Request for Help' to try to meet the needs of the child and family through a multi-agency approach.

Once an Early Help or Request for Help referral is made:

- If a staff member does make a direct referral, the DSL should be informed at the earliest opportunity and will then take the lead in managing external agencies and liaising with other staff as appropriate
- If the child's situation does not appear to be improving, the DSL or staff member with concerns should press for

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<sup>9</sup> See Appendix I and Appendix J for flow diagram of procedures.

re-consideration to ensure the child's situation improves

- Each case should be kept under review: an initial referral to Early Help does not prevent a further referral to Children's Services if the child's situation does not improve

If the concerns about the pupil are deemed 'Complex and Significant' as per the criteria within RHRT, advice will be sought from CASS with a view to a potential referral to MASH. This includes concerns about a child who is affected by the behaviour of a parent or other adult in their household.

### ***Record Keeping***

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing and stored confidentially on CPOMS, including any referrals. All pupils have their own separate file within CPOMS.

Records include:

- Clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken decisions reached and the rationale for those decisions and the outcome

In order to promote a child's welfare and prevent issues from escalating we will:

- Listen to the views of the child/young person
- Re-assess concerns when situations do not improve
- Share information with the right people and in a timely fashion
- Challenge those who appear not to be taking action

### **3.4 Review**

Any major safeguarding incidents will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO team will be asked to assist in this review to determine whether any improvements can be made to the School's procedures.

The full ISGB should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO team.

The DSL will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.

The full ISGB will undertake an annual review of this policy and the School's safeguarding procedures: this may be undertaken by an external agency on behalf of the ISGB. The full ISGB will receive annually a report on:

- Developments in safeguarding policy and procedures
- Training undertaken by the DSL, other staff and the ISGB
- Referral information
- Issues and themes and how they were handled
- The contribution the School has made to multi-agency working in individual cases or local discussions on safeguarding issues.

The full ISGB will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised policy its final approval. Detailed minutes recording the review by the ISGB will be made.

Close links are maintained with KEHS and termly meetings are held with the Liaison Governor for Safeguarding and the KEHS DSL (as appropriate) to discuss matters relating to safeguarding and child protection and to share good practice.

## Section 4 – Allegations or concerns raised in relation to a member of staff or volunteer, and our 'low level concerns' policy

Children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff must adhere to the School policy/guidance in respect to safe conduct (see the **Staff Code of Conduct**). All staff need to be aware of their vulnerability to allegations and must consider their practice and conduct themselves accordingly. Behaviour which is not consistent with the standards and values of King Edward's, and which does not meet the expectations set out in the Staff Code of Conduct, will be addressed in the ways set out below.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues or to raise a concern if they feel they may have acted in a way that is or could be perceived as inappropriate.

The reporting requirements for allegations against a member of staff or a volunteer, the Chief Master, or a Governor are set out on page 33 of this policy. See also the School's separate **Whistleblowing Policy** and **Staff Code of Conduct**.

The School's procedures for dealing with allegations against staff and volunteers will follow **Part 4 of KCSIE**. In the event of receiving an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children. As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

Allegations against a teacher who is no longer teaching, and historical allegations, will be referred to the police.

There are three parts to this section:

1. Allegations that may meet a harm threshold (4.1)
2. Allegation / concern that do not meet the harms threshold – referred to as 'low-level concerns' (4.2)
3. How to report a concern

## **4.1 Allegations that may meet the harms threshold**

The School's procedures for dealing with allegations made against staff will be used where the member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children

It should be noted that such behaviour may not relate directly to a particular child or children, but may nonetheless raise an issue or issues of concern with respect to safeguarding, and may potentially call into question the adult's suitability to work with children.

It should also be noted that this policy also applies to behaviour that may have happened outside of school that might make an individual unsuitable to work with children ('transferable risk'), for example in the case of domestic abuse or where a member of staff or volunteer has become subject to child protection procedures as a parent/carer.

The School may ultimately determine the outcome of an allegation to be: **substantiated, unsubstantiated, unfounded, false or malicious.**

### **Initial response from the School**

Allegations will be dealt with as a priority and in accordance with the [BSCP procedures](#) and **Part 4 of KCSIE**.

A case manager will be assigned, who will be directed by the Chief Master, and the Human Resources department will be informed.

The LADO will be informed within one working day of any such allegations.

There are two aspects to consider when an allegation is made:

1. **Looking after the welfare of the child** – the DSL is responsible for ensuring child is not at risk and for referring cases of suspected abuse to the LA children's social care
2. **Investigating and supporting person subject to allegation** – the case manager should discuss with the LADO the nature, content and context of allegation and agree a course of action

Where initial discussion leads to **no further action** needed the case manager and LADO will record this decision and justification (see below on record-keeping); and agree on what information should be put in writing to the individual concerned and by whom.

Where **further enquiries** are required to enable a decision about how to proceed the LADO and case manager will discuss how and by whom this will be undertaken. It is not an automatic response to temporarily suspend the individual involved, pending further enquiries, and all options to avoid suspension should be considered.

The parents of the child[ren] involved should be formally told of the allegation as soon as possible in consultation with LADO, social care and / or police about what information can be disclosed. While they should also be kept informed of the progress of the case in relation to their child, no information can be shared about the member of staff. Parents will also be made aware of the requirement to maintain confidentiality about any allegations whilst investigations are in progress as set out in the Education Act 2002.

The School has a **duty of care** towards its employees which means it should:

- manage and minimise stress caused by the allegation

- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and police where necessary
- advise the individual to contact their trade union representative and/or a colleague for support
- appoint a named representative to inform the person about progress of the case
- provide access to counselling (through Employee Assistance Program) or medical advice where appropriate
- explore all options to avoid suspension
- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence

Wherever possible, the first review should take place no later than four weeks after the initial assessment. The LADO will provide advice and guidance for any subsequent meetings.

### Record keeping

Details of allegations found to be malicious or false will be removed from personnel records. For all other allegations, the following details will be recorded on the confidential personnel file of the person accused.

- a clear and comprehensive summary of allegation
- details of how the allegation was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- a copy provided to the person concerned, where agreed by children's social care or the police
- a declaration on whether the information will be referred to in a future reference

The purpose of the record is to enable accurate information to be given in response to any future request for a reference and provide clarification in future DBS check, where it is revealed there was police involvement.

An allegation proven to be false, unfounded, unsubstantiated or malicious will not be referred to in employer references.

The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.<sup>10</sup>

### If an allegation is substantiated

If an allegation is substantiated, the School will act in accordance with **Part 4 of KCSIE** and the School's employment procedures regarding its legal duty to inform the DBS and TRA, where applicable.

### Malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Chief Master will consider whether to take disciplinary action in accordance with the **School's Behaviour and Discipline policy**.

Where a parent has made a deliberately invented or malicious allegation the Chief Master will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably as set out in the **Exclusions Policy**.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

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<sup>10</sup> In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all Schools are required to retain information which relates to: allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; and institutional failures to protect children from sexual abuse or other exploitation.

## **4.2 Safeguarding concerns that do not meet the harms threshold (low-level concerns)**

King Edward's School takes a whole-school approach to safeguarding and promotes an open and transparent culture in which our values, ethos and expected professional behaviours and boundaries are clearly set out and reinforced (see **Staff code of conduct**). All staff understand their role in the safeguarding of children and that sharing concerns helps to minimise the risk of abuse and identify any weaknesses in the School's safeguarding system.

Safeguarding concerns may arise in several different ways from a number of different sources: complaint, disclosure, suspicion made by a child, parent or adult within or outside the school.

Where these safeguarding concerns do not meet the harms threshold the term 'low-level concern' is used. This does not mean they are insignificant: it simply means the behaviour does not meet the thresholds detailed in Part 1 of Section D.

A low-level concern is any concern – no matter how small, and even if no more than a sense of unease or 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the **staff code of conduct**, including inappropriate conduct outside of work. A low-level concern does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour may include, but are not limited to:

- being overly friendly with children
- having favourites
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door with no window
- using inappropriate sexualised, intimidating or offensive language
- taking photographs of children on their mobile phone

Such behaviour can exist on a wide spectrum, from that which is inadvertent, thoughtless or may look inappropriate in the circumstance to that which is intended to enable or facilitate abuse.

### **Reporting a low-level concern (see also 4.3)**

All such concerns should be reported to the DSL and/or Deputy Chief Master.

Staff should also feel confident to self-refer if they find themselves in a situation that could be misinterpreted, might appear compromising to others, and/ or on reflection they feel they have behaved in such a way that they consider falls below the expected professional standards.

### **Initial response from the School**

All low-level concerns raised will be responded to in a sensitive and proportionate manner and dealt within an appropriate timeframe. Such a response will include, where appropriate, addressing any unprofessional behaviour and supporting individuals to correct it at an early stage. A written record will be made, and a case manager assigned by the Chief Master, if necessary. The case manager will then collect as much evidence as possible by speaking to the individual involved and any witnesses. The information will be collected, the case recorded in the Low-Level Concerns Log and reported to the Chief Master. It will be used to categorise the type of behaviour and determine what further action may need to be taken. The rationale for decisions made and actions taken will be recorded. The Chief Master is the ultimate decision maker in respect of all low-level concerns.

### **Record keeping and review**

All records are confidential and will be stored securely on the SLT server until such time as a member of staff leaves. A low-level concern would not form part of a reference, unless it relates to an issue normally included, for example, misconduct or poor performance.

Records will be reviewed regularly so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. The School may decide on a course of action either through disciplinary procedures or, if a harms threshold is met, through referral to the LADO. If a low-level concern (or group of concerns) has met a threshold for a LADO referral and found to be substantiated, this would be referred to in a reference.

The School will consider if any there are any wider cultural issues or other factors within KES that enable this behaviour to occur and if any revision of policies and/or additional training/CPD is required to minimise the risk of recurrence.

### **4.3 How to report a concern**

**Concerns about a member of staff** (including visitors, volunteers, supply teachers or contractors) should be reported to the DSL, Deputy Chief Master or Chief Master. This can include self-referral/reporting. Do not inform the subject of the concern. Any concerns about supply teachers, contractors, or anyone working for an external agency must be passed to their employer.

**Concerns about the Chief Master** must be reported to the Chair of ISGB immediately. Do not inform the Chief Master.

**Concerns about a governor** should be reported to the Chair of ISGB. Do not inform the governor.

**Concerns about the Chair of ISGB** should be reported to the Liaison Governor for Safeguarding. Do not inform the Chair.

If it is not possible to report to the Chief Master, Chair of ISGB or Liaison Governor for Safeguarding in the circumstances set out above, or if there is a conflict of interest, a report should be made immediately to **the LADO Team**.



## Section 5 Summary of all reporting procedures

### What staff should do if they have safeguarding concerns about a pupil or pupils, or another child

Safeguarding concern or allegation relating to:	Action
<b>Child/children</b>	<ul style="list-style-type: none"><li>• Safeguarding concerns must be reported directly to the DSL or, in their absence, the Deputy DSL and recorded on CPOMS</li><li>• If a child is at immediate risk of harm, you must report this to BSCP or the Police and then inform the DSL.</li></ul>

### What staff should do if they have safeguarding concerns about a member of staff (including visitors, volunteers, contractors or supply staff) or governor

Safeguarding concern or allegation relating to:	Action
<b>Staff</b> (including visitors, volunteers, supply teachers or contractors)	<ul style="list-style-type: none"><li>• Safeguarding concerns or allegations relating to staff must be reported directly to the DSL, Deputy Chief Master or Chief Master without informing the subject of the concern / allegation.</li><li>• Any concerns or allegations made about supply teachers, staff or contractors should also be passed to their employers/agency, in order to enable pattern of behaviour to be identified.</li></ul>
<b>Chief Master</b>	<ul style="list-style-type: none"><li>• Safeguarding concerns or allegations relating to the Chief Master must be immediately reported in confidence to the Chair of ISGB without first notifying the Chief Master.</li><li>• In the absence of the Chair of ISGB, the Liaison Governor for Safeguarding should be informed.</li></ul>
<b>A governor</b> (other than the Chair of ISGB)	<ul style="list-style-type: none"><li>• Safeguarding concerns or allegations relating to a governor must be immediately reported in confidence to the Chair of ISGB or the Liaison Governor for Safeguarding, without first notifying the governor</li><li>• Where appropriate, the Chair of ISGB will consult the Liaison Governor for Safeguarding, and vice versa</li></ul>
<b>Chair of ISGB</b>	<ul style="list-style-type: none"><li>• Safeguarding concerns or allegations relating to the Chair of ISGB must be made immediately in confidence to the Liaison Governor for Safeguarding without informing the Chair of ISGB.</li></ul>
<b>In case of absence or conflict of interest</b>	<ul style="list-style-type: none"><li>• A report should be made immediately to the LADO/LADO Team. All key contact information can be found on Page 8.</li></ul>

## **What to do if you have a concern about safeguarding practices in the School**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School safeguarding regime, and to feel that concerns will be taken seriously by the Senior Leadership Team.

The **Whistle Blowing policy** should be consulted for more details, but concerns may be raised with:

the Designated Safeguarding Lead;

any of the DSL team;

the Chief Master;

the Safeguarding Governor;

and with the Chair of ISGB as appropriate.

Where a staff member feels unable to raise an issue with the School via these channels or via the further routes outlined in the Whistle Blowing Policy, or feels that their concerns are not being adequately addressed, other whistleblowing channels are open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday – and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

If a child is at immediate risk of harm, you must call 999.

## Appendix A: Roles and responsibilities

### Governor oversight

Amanda Smith is the Liaison Governor for Safeguarding issues. The Liaison Governor for Safeguarding takes leadership responsibility for the School's safeguarding arrangements.

All Governors receive appropriate safeguarding training as part of their induction, to equip them with the knowledge to provide strategic challenge in order to test the safeguarding policies and procedures are effective. This training is regularly updated and at least KCSIE parts 1 and 2 is read annually.

The full ISGB formally consider safeguarding issues once a year, including a review of this policy and its procedures; assess the evidence of cooperation with and, where appropriate, challenge of local agencies; and review the efficiency and effectiveness with which the related duties have been carried out (see also **Review** section in **Section C** of this policy).

The Governors ensure that:

- There is a **whole-school** approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy.
- There are policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare; and that the child's wishes and feelings are taken into account.
- Information sharing is seen as part of meeting a child's needs and that the relevant staff have due regard to the relevant data protection principles.
- The School's safeguarding arrangements take into account the procedures and practice of the BSCP, including understanding and reflecting local protocols for assessment and the referral threshold document; and
- The School contributes to inter-agency working, including providing a co-ordinated offer of Early Help Assessment when additional needs of children are identified and support to children subject to child protection plans.
- An annual safeguarding review is given at Risk and Compliance Governor's meeting

The Governors have appointed the DSL as the senior member of staff from the School's Senior Leadership Team to take lead responsibility for safeguarding and child protection.

### Designated Safeguarding Lead and the DSL team

The contact details for the DSL team can be found on page 3 of this document: they should be the first point of contact in any matters concerning safeguarding and child protection and are the most appropriate people to advise on a response to safeguarding concerns.

The Designated Safeguarding Lead (DSL) takes lead responsibility for all safeguarding and child protection matters, including oversight of online safety provision. They have been fully trained for the demands of this role. They are part of the Senior Leadership Team and have the necessary status and authority to carry out the role and is given the time, funding, training, resources and support to enable them to support other staff on safeguarding matters, contribute to inter-agency meetings and to the assessment of children. The DSL also works closely with the DSL at KEHS.

The Deputy DSLs carry out the activities of the DSL in the DSL's absence. Whilst the activities of the DSL can be delegated to the Deputy DSL, the ultimate lead responsibility for safeguarding and child protection remains with the DSL.

The Deputy DSLs have also undergone a full training course, regular CPD and supervision, and will attend refresher training every two years. The DSL or one of the deputies attends termly updates with other child support agencies to ensure that they remain conversant with best practice and undergoes full refresher training every two years, including training regarding Channel and Prevent. They maintain close links with the BSCP and reports at least once a term to the Liaison Governor for Safeguarding. Their work is audited annually by our external safeguarding consultants.

The areas of responsibility for the DSL are detailed in KCSIE Part Two and Annex C and summarised below:

### Managing referrals

- Refer (and support other staff who refer) all cases of suspected abuse or neglect to the BSCP and the LADO team (for concerns which involve a staff member), Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child), Channel (where there is a concern about radicalisation); and / or Police (cases where a crime may have been committed).

### Work with others

- Liaise with the Chief Master to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise closely with case managers and LADO team as required
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Ensure staff are aware, as far as is appropriate, of children in the cohort with ongoing safeguarding concerns and support staff in providing additional academic support or adjustments as required
- Undertake the role of 'Appropriate Adult' according to PACE Code C 2019 para 11.15 onwards if a pupil of the School is under investigation by the police or ongoing enquiries under section 47 of the Children's Act 1989 (and inform the Chief/Deputy Chief Master as appropriate).

### Training, knowledge and skills

The DSL and Deputy DSLs undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every 2 years. In addition, the DSL and Deputy DSLs should undertake regular (at least annually) refresher training of skills and knowledge by way of e-bulletins, meeting other DSLs, attending courses and update sessions provided by the Local Authority so they:

- Understand the assessment process for providing Early Help Assessment and intervention (RHRT thresholds, or other LSCP guidance as appropriate)
- Have a working knowledge of how local authorities conduct child protection case conferences and be able to attend and contribute to these effectively when required to do so
- Ensure all staff understand the School's safeguarding and child protection policy and procedures
- Be alert to the specific needs of children in need, those with special educational needs (SEN), disabilities and those who are young carers
- Understand the unique risks associated with online safety and have the relevant knowledge to keep children safe whilst online at school. This includes the additional risks faced by children with SEND
- Understand the requirements of the Prevent duty and support staff in protecting children from the risk of radicalisation
- Be able to keep detailed, accurate, secure written records of concerns and referrals; sharing information, as required
- Obtain access to resources to help support the approach to whole school safeguarding
- Take lead responsibility for online filtering and monitoring in order to keep children safe
- Foster a culture of safeguarding at KES; 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 Safeguarding policy is known and used appropriately by ALL members of staff, and that staff are regularly updated regarding safeguarding
- Ensure the School's Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the ISGB to do so

- Ensure the Safeguarding policy is available publicly; that parents are aware that referrals about suspected abuse or neglect may be made; and of the role of the School in this
- Link with BSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Help promote positive educational outcomes by sharing the relevant information with staff for pupils who have a social worker or, who are involved (or have been) in safeguarding or child protection work.
- Encourage a culture of safeguarding among staff; of listening to children and understanding the difficulties they may have in approaching staff; and of considering how to build trusted relationships between all staff and all pupils.

### Child protection files

Child protection files and safeguarding concerns are recorded using CPOMS. The DSL will ensure the child protection files are maintained for individuals and up-to-date in line with **Section 3.3 ('Record Keeping')** of this policy. There will be a clear chronology maintained in CPOMS and sensitive information is only accessible to the DSL team and Senior Leadership Team.

Where children leave the School the DSL ensures that any safeguarding information is transferred to the new school or college as soon as possible, and within 5 days for start of new term and in-year transfer to ensure good educational and welfare outcomes for those pupils. This information should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. In addition to the formal transfer of safeguarding information, the DSL will consider if it is appropriate to share additional information with the new school or college to allow a new school to continue to support a child as appropriate. DSL will ensure all leavers are registered at new schools in writing. Likewise the DSL is responsible for ensuring that safeguarding information is received for incoming students.

## **All staff**

### **Staff Induction and Training**

All training will be carried out in accordance with the BSCP procedures.

All staff (including part time, temporary, visiting and contracting staff and volunteers) receive an induction on arrival, and regular training that includes:

- The Safeguarding policy (including the safeguarding response to children who go missing from education (CME))
- The Staff Code of Conduct including the Whistleblowing policy
- The role, identity and contact details of the DSL and the Deputy DSLs
- The Behaviour and Discipline policy
- The Preventing and Tackling Bullying policy
- Part 1 of KCSIE
- Online safety policy and training including the Acceptable Use policy

This training is centrally recorded and will include both in-person training from the DSL, any external Safeguarding CPD and online training (with Educare) as appropriate.

All staff receive an updated version of this document and the Part 1 of KCSIE annually. This is followed by completing a short online test to promote understanding of the documents and to confirm the documents have been read.

All staff receive formal safeguarding training – including Prevent - at intervals of no more than two years which includes guidance on the duties of staff in relation to both children in need and children at risk of harm. In addition, termly updates (as a minimum) are provided as required via staff meetings and online. Safeguarding training is also given to new Governors and volunteers. Records of training for KES staff are kept by the DSL; the record of Governor training is kept by the Foundation Office.

Training will include details of the process for making referrals to children's social care, the Early Help Assessment process and the importance of sharing information and liaising closely with the DSL. It will also include the school's responsibilities and arrangements regarding online safety, filtering and monitoring and the risks that children face online.

Key staff will undertake more specialist child protection and safeguarding training as agreed by the Risk and Compliance Committee and ISGB, in accordance with the BSCP guidance. For example, the SLT and pastoral leads in the School complete Mental Health First Aid training.

All staff are encouraged to contribute to and shape safeguarding arrangements. Staff groups are consulted annually about safeguarding arrangements in the School.

Staff training is also provided in e-safety and drugs awareness. Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as child sexual exploitation, female genital mutilation, cyberbullying and mental health to ensure that staff have the skills, knowledge and understanding to keep all children safe.

The Liaison Governor for Safeguarding will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

### **Interaction with Pupils**

New members of staff, Governors and volunteers are given copies of the School's Staff Code of Conduct which includes the policy on interaction with pupils, acceptable use of technologies and use of social media and use of reasonable force.

Discussion of the procedures set out in that document forms a vital part of our induction procedures. The DSL should always be informed if a member of staff has any concerns (see also **Section D** below and our Whistleblowing Policy).

## **Safer Recruitment**

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children including those checks required under the Independent School Standards Regulations. This includes those who have worked abroad, updated for Post EU exit changes. See the School's **Safer Recruitment Policy** for details of the School's procedures, including updates to Safer Recruitment as part of KCSIE 2023 (paragraph 221). The DSL, Head of HR and other members of the SLT have completed Safer Recruitment training.

If the School ceases to use the services of a person (which includes employees, governors, contractors and volunteers) because they are unsuitable to work with children, or if a person tenders his or her resignation or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person (which will still be investigated in full by the School), a settlement agreement will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met – **this is a legal duty**. Where appropriate the School will consider referral to the TRA. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Department of Education should be made. Advice about whether an allegation against a teacher is sufficiently serious to refer to the Department of Education can be found in the DfE guidance Teacher misconduct: the prohibition of teachers (October 2018). Further guidance is found in Part Three and Four of KCSIE and [BSCP guidance for local arrangements](#).

When pupils are involved in off-site activities, assurance will be obtained that appropriate safeguarding checks and procedures are applied to any staff employed by the contracted organisation. See **Visits / Trips out of School policy** for further information.

## **The use of 'reasonable force' in school**

King Edward's School does not have a 'no contact' policy as this could lead our staff to be unable to fully support and protect their pupils and students in both the prevention of harm (for example, allowing staff to take action to keep pupils safe) and in the attainment of educational outcomes (for example, in delivering first aid, when demonstrating how to use a musical instrument, or to demonstrate technique during sports coaching). There are also circumstances when it is appropriate for staff to use reasonable force to safeguard children.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury to themselves or others. It may also be used, as far as is reasonable, to conduct a search for 'prohibited items' (see ['Searching, Screening and Confiscation', July 2022](#)).

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.<sup>11</sup>

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully, and also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments and non-discrimination.

Physical force is never used as a punishment and to do so would be illegal. The school aims to reduce the occurrence of challenging behaviour and the need to use reasonable force, for example by planning positive and proactive behaviour

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<sup>11</sup> See also the Department for Education advice for schools, which is available [here](#)

support, having a clear Behaviour and Discipline policy and effective rewards & sanctions, and, for instance, by drawing up individual behaviour plans for more vulnerable children and agreeing them with staff, parents and carers. See also **Behaviour and Discipline Policy**.

If any staff member uses reasonable force on a pupil, they must report this to the DSL.

## **Pupils: Teaching pupils about safeguarding**

The School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We understand the crucial role of education in helping to prevent safeguarding issues, to prepare pupils for life in modern Britain, and to create a culture of zero-tolerance for sexism, misogyny, homophobia, biphobia (or indeed discrimination against any of the protected characteristics as set out in the Equality Act 2010) and sexual violence or harassment. We teach our pupils about how to keep themselves safe, and prepare all of our pupils to make reasoned, informed choices, judgments and decisions. The School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of pupils for the responsibilities of adult life and citizenship. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened or if they are worried about a friend.

Time is allocated in Assemblies, PSHE lessons (including RSE) and Form Tutor time for discussion of safeguarding and child abuse (including child-on-child abuse) and other relevant safeguarding issues. The aim is to develop in pupils the knowledge and confidence which they require to recognise abuse and to stay safe.<sup>12</sup>

All pupils know that there are adults to whom they can turn to if they are worried, including their Form Tutor, the Heads of Year, Heads of School, the DSLs and specific staff who have been trained in counselling. They are named in the Term Directory, where boys can also find guidance on where to turn for advice, including confidential help lines for external specialists e.g. [ChildLine](#), [CEOP](#), [Youthspace](#). There is also the option for pupils to self-refer for help, including a 'Worried?' button on Firefly that sends a message directly to the DSL. There are specific pupil groups and members of staff pupils know are 'trusted adults' that LGBT pupils can speak with openly. Older pupils, including peer mentors and prefects, are also trained in safeguarding by the DSL team.

Systems are also in place for children to express their views and give feedback on safeguarding matters – whether through the Pupil Councils, or more informal channels.

Pupils are made aware of our mental health provision below:

- Counsellors from [Open Door Youth Counselling Service](#) are employed by the School and appointments are arranged via the Deputy Head (Pastoral).
- The School also offers a full mental health support service from a mental health nurse. Appointments are also arranged via the Deputy Head (Pastoral).
- Pupils are able to participate in the King Edward's Peer Support scheme (KPS), where the young person has weekly meetings with an older pupil trained in listening, mental health and problem-solving skills, and the 'Challenging Anxiety' Group, a preventative/psycho-educational 6-week CBT course for small groups of referred boys who show signs of anxiety/perfectionism/low self-esteem. The courses are run by our Consultant Mental Health Nurse and the teacher i/c Mental Health and Wellbeing Education.

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<sup>12</sup> A fuller list of areas can be found in KCSIE 2023 p33/4



## **Multi-agency working and Information sharing**

The School is committed to working with safeguarding partners (local authority, the police and health services) to make arrangements to work together to safeguard and promote the welfare of children. This is managed through the Birmingham Safeguarding Children Partnership (BSCP). This includes providing a coordinated offer of Early Help Assessment and contributing to the multi-agency plans for supporting children subject to child protection plans

The School recognises the importance of information sharing and understands that the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) do not prevent the sharing of information for the purposes of keeping children safe.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. GDPR provides a number of bases for sharing personal information. It is not necessary to seek consent to share information for other purposes of safeguarding and promoting the welfare of a child provided that there is a lawful basis to process any personal information required: in cases where it is not possible to gain consent, it would still be legitimate to share information without consent.

The School has due regard for the 'serious harm test' when considering the sharing of information. All staff should discuss with the DSL or deputies if information is being shared outside of KES.

Further information may be found in **WT2018**, **ICO guidance** and [BSCP arrangements](#)..

## **Visitors and Volunteers**

A summary of the School's procedures will be distributed to all visitors at Reception on the reverse of the visitor's badge. Visitors' attention is drawn to this information.

The School actively encourages the use of 'visiting speakers' (whether in school or via an online platform) to enrich the experiences of pupils and staff, to promote tolerance between and understanding of different ways of life, ideologies and protected characteristics, and to stimulate debate. However, staff must ensure that all 'visiting speakers' are suitable and appropriately supervised in accordance with the **No platform policy**.

In addition, any messages communicated to pupils by visiting speakers must be consistent with the ethos of the school, and must not marginalise any communities, groups or individuals or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.

In the event of an allegation relating to an incident taking place when a third-party individual or organisation is using the school's premises, the school's safeguarding policy and procedures will apply, and appropriate referrals to external agencies will be made. (See KCSIE 2024, Part 4, Paragraph 377).

## **Parents, guardians and carers**

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 BSCP and / or the Police. It will be made clear that this is a legal obligation and not a School decision.

## Appendix B: Children's development needs

Taken from RHRT Guidance, pp. 12 – 21. This is not an exhaustive list, but may be helpful for staff in identifying where children sit on the continuum of needs and risk from harm.

Universal Needs			
Education & Learning Needs	Health Needs	Emotional Health & Behaviour Needs	Family & parenting needs
<p>Enjoys and participates in learning activities • Access to books, toys and age appropriate learning • Good links between home and school • Has experiences of success and achievement • Planning for career and adult life</p>	<p>• Health needs being met • No worries regarding diet and nutrition • Good enough hygiene • Developmental and health checks/immunisations up to date • Developmental milestones appropriate • Safe and age appropriate sexual activity</p>	<p>Good quality early attachments • Able to adapt to change • Able to understand others' feelings • Takes responsibility for behaviour • Responds appropriately to boundaries and constructive guidance • Can differentiate between safe and unsafe contacts • Age appropriate clothing and appearance • Age appropriate self-care skills shown • Demonstrates resilience • Good emotional wellbeing</p>	<p>Shows warm regard, praise and encouragement • Ensures stable relationships • Ensures the child can develop a sense of right and wrong • Conflict free, positive relationships within family, including when parents are separated • Support provided by wider family • Stable and affectionate relationships with family • Is able to make and maintain friendships • Provides for child's physical needs, e.g. food, drink, appropriate clothing, hygiene, medical and dental care • Accommodation has basic amenities and appropriate facilities and can meet family needs • Budget adequate to meet needs • Protected from danger or significant harm • The family feels part of the community and are able to access local services and amenities • Regular employment</p>
Universal Plus Needs			
Education & Learning Needs	Health Needs	Emotional Health & Behaviour Needs	Family & parenting needs
<p>Has some identified learning needs or disability or receives Special Educational Needs (SEN) Support in nursery/school, and the barriers to the child/young person engaging fully in the education setting require</p>	<p>• Emerging worries regarding diet, hygiene, clothing • Defaulting on immunisations, development checks, health/dental appointments • Slow in reaching developmental milestones • Emerging worries</p>	<p>The use of social media that could place a child/young person at risk of harm or exploitation • Some difficulties with family or peer group relationships • Some insecurities around identity expressed • Finds</p>	<p>Inconsistent responses to child/ young person by parent/carer • Starting to show difficulties with attachments • Child/young person spends considerable time alone • Rarely exposed to new experiences • Taking on a</p>

<p>whole family help and support • Language and communication difficulties • Patterns of regular school absences • Low motivation to engage in learning • Not reaching educational development potential • Physical disability needs requiring targeted support • Some fixed term exclusions • Not in education, employment or training post 16</p>	<p>regarding substance misuse</p>	<p>managing change difficult • Can behave in an anti-social way, e.g. minor offending • Can be over friendly or withdrawn or not aware of risk • Change in communication leading to a more guarded/ secretive self • May be engaged in bullying behaviour • Victim of crime or bullying • Slow to develop age appropriate self-care skills • Not always adequate self-care e.g. poor hygiene • Age inappropriate clothing and appearance • Disability limits amount of self-care possible • Experienced loss of significant adult or family member • Low self esteem • Moderate depression, anxiety, self-esteem or confidence issues • Moderate stress • Moderate health anxiety • Moderate post-traumatic stress disorder and/or obsessive compulsive disorder • Moderate anger management • Moderate mental ill health issues emerging e.g. regular self-harm, eating disorders</p>	<p>caring role for parent/ carer or may look after younger siblings • Parent has physical or mental health difficulties • Parental stress starting to affect ability to ensure child's safety • Parental conflict or domestic abuse with the potential for emotional impact on child/ren • Multiple changes of address • Limited support from extended family and friends • Family seeking asylum or are refugees e.g. no access to public funds • Poor state of repair, temporary or overcrowded or unsafe housing • Intentionally homeless • Poor parental engagement with services • Parent/carers requires advice on parenting issues • Parent's own emotional needs beginning to impact on child's wellbeing • Teenage pregnancy • Some exposure to dangerous situations in home/community • Lack of emotional warmth • Unable to develop other positive relationships • Parent/carers offers inconsistent boundaries • Lack of routine in the home • Lack of positive role models or existence of significant others who are poor role models • Parents struggling to have their own emotional needs met • Family new to area • Some social exclusion or conflict experiences • Limited access to universal resources or community facilities • Periods of unemployment of parent/ carer • Financial/debt problems</p>
Additional Needs			

Education & Learning Needs	Health Needs	Emotional Health & Behaviour Needs	Family & parenting needs
<p>Consistently poor nursery/school attendance and punctuality • Not in Education (Under 16) • Has identified Special Educational Needs and Disability (SEND) requiring both additional support and the involvement of outside agencies, and the barriers to the child/young person engaging fully in the education setting require whole family help and support • Young person aged 14 plus where planning for transition has not started • Not achieving Key Stage benchmarks due to parental care • School attendance below 90% • Greater or equal to 3 fixed term exclusions or greater than 15 days excluded in any year, access early help partnership approach • Permanently excluded from school, year 7 and above, access early help partnership approach</p>	<p>Health/dental worries not accepted or addressed – treatment not being sought/adhered to • Multiple health problems/disability • Consistently missing required health appointments • Overweight/underweight where no organic cause • Regular substance misuse including drugs/alcohol • Developmental milestones not being met • Self-harming behaviours</p>	<p>Persistent disruptive/challenging/criminal behaviour • Exhibiting extremist language/ behaviour • At risk of being affiliated to a gang • Sexualised behaviour • Risky sexual behaviour • May be at risk of being groomed for criminal or sexual exploitation • Missing from home or change in behaviour/routine suggesting development of inappropriate relationship • Child lacks a sense of safety and often puts him/herself in danger • Unable to demonstrate empathy • Experiences of persistent discrimination e.g. ethnicity, sexual orientation or disability • Poor self-care for age • Disability prevents self-care in a significant range of tasks • Very poor self-esteem • Difficulty in coping with anger/frustration and upset • Child/young person demonstrates thoughts, behaviours, distress and/or impact on functioning that may be consistent with a (working) diagnosis, and treatment is focused on achieving short/medium term psycho-social goals • Without treatment or intervention, the child/young person would require a more intensive level of care</p>	<p>• Where a child receives erratic/ inconsistent poor-quality care • Parental capacity affects ability to nurture • Absence of positive relationships • Persistent parental conflict impacting on child's wellbeing • Parent in prison • Not receiving positive stimulation • Difficult to engage parents/carers– reject advice/support • Parent continually struggling to provide care, despite appropriate support being in place • Professionals concerned basic care will not be provided • Parent's mental health problems or substance misuse affects care of child/young person • Parents perceive child's safety outside the home to be a real problem • Neglect identified • Parents socially excluded • Unsafe situations e.g. criminal activity, drugs, alcohol • Incidents of domestic abuse with impact on victim and children • Family has serious physical/mental health difficulties • Drug use or alcohol dependency by parent/carer • Poor relationship/little communication with wider family • Vulnerable accommodation e.g. friend's house • Parents struggle to engage to set effective boundaries • Young person is carer for family member • Lack of basic skills or long-term substance misuse hinders parent's employability • Chronic unemployment that is affecting family • Serious debts/poverty</p>

			impact on ability to meet basic needs • Community are hostile to family
<b>Complex/Significant Needs</b> <b>(Situations marked with * are highly likely to result in reasonable cause to suspect significant harm, in which case a strategy discussion must be convened)</b>			
<b>Education &amp; Learning Needs</b>	<b>Health Needs</b>	<b>Emotional Health &amp; Behaviour Needs</b>	<b>Family &amp; parenting needs</b>
Where a primary age child is permanently excluded from school • Persistent poor school attendance if in conjunction with other complex and significant needs	• If a child is suffering severe/chronic health problems, developmental delay or disability where treatment is not being sought or adhered to* • Failure to Thrive (FTT) is slow physical development in a baby or child. It is caused by a baby or child not having enough nutrition* • Persistent and high-risk substance misuse • Suspicion of and/or concealment of drugs and/or money either vaginally, rectally or both. Strategy discussion to take place and child protection sexual health medical as this should be seen as sexual assault and can result in drug debt bondage and could be life threatening* • Pregnancy or Sexually Transmitted Infection (STI) of a child under 13*. A strategy discussion must be held and child sexual abuse medical considered within the strategy discussion • Concealed pregnancy by an under 16-year-old • Repeat dental extraction/repeated concerns for health. Neglected and/or previous children removed from the home for neglect, where a child is being denied medical attention • Child significantly under/overweight • Suspicion of fabricated or induced illness*. A strategy discussion must be held	• Challenging/disruptive behaviour putting self or others in danger • At significant risk or already being sexually exploited* • Child is at risk of being trafficked this includes being found in/out of borough/country* • Peer-on-peer abuse • Child is at significant risk of gang affiliation and/or criminal exploitation including signs of drug dealing or found out of area* • Harmful sexual behaviour • Sexual activity child under 13* • Abuse by an adult or concerns about a relationship with an older adult • Chronically socially isolated • Frequently missing from home/ care that places the young person at significant harm* • Young person persistently running away or absconding • Child or family member demonstrates extremist actions or behaviour that indicate radicalisation and may cause harm to themselves or others* • Child has close relationships with people demonstrating extremist views and/or actions/behaviours* • Serious violent offending behaviour including use of weapons • Persistent poor and inappropriate self-presentation • Significant impact of traumatic event • Acute mental health problems, e.g. severe	• Parents consistently unable to provide 'positive enough' parenting that is adequate and safe • Previous children removed from parent's care • Domestic abuse/coercive control, including in pregnancy* • Regularly hungry, very unclean, clothing smells • Any allegation of abuse or serious neglect or a suspicious injury in a pre- or non-mobile child or a child with a disability* • Persistent instability and violence or abuse in the home* • Incidents of domestic abuse which include reported strangulation, rape, stalking or assault with intent where there is a child or unborn in the home • Parent and/or child have significant involvement in crime • Parents unable to keep child safe and secure • A child at significant risk of female genital mutilation, honour based abuse or forced marriage* • Poor/harmful sibling relationships • Involving a child in crime or significant anti-social behaviour • Negative influence from family involved in drugs/crime/illegal activities • Parent's mental health problems or substance misuse significantly affects care of child and/or pregnancy • An individual with serious child related

	<p>and child protection medical considered within the strategy discussion • Child in tier 4 mental health provision or there is a likelihood of admission to tier 4 provision or the child is entitled to aftercare under S117 • Any bruise or other injury to a non-mobile baby or to a disabled child where a reasonable explanation doesn't fit the injury* • Any bruise or other injury in unusual locations in a mobile child without a reasonable explanation* • Suspicion of child sexual abuse under the age of 16*</p>	<p>depression; threat of suicide; psychotic episode risk admission to psychiatric unit • Deterioration of mental health leading to risk to self and/or others, including the risk of suicide or serious self-harm • Child is a victim of serious gun and knife crime, which may result in threat to life or serious injury* • Drug debt • Concealment of drugs internally • Child within the National Referral Mechanism (NRM) process*</p>	<p>offences visiting/moving into a household with children* • Downloading sexual imagery of children* • Case discussion at MARAC (multiagency risk assessment conference – domestic abuse) including unborn children • Where perpetrators who are managed by MAPPA (multi-agency public protection arrangements) have contact with children whether they have parental responsibility or not • Allegations or suspicion about a serious injury or sexual abuse to a child, including online abuse* • Unaccompanied refugee/asylum seeker • Privately fostered • Emergency housing needs as a consequence of fleeing domestic abuse/gang reprisal • No effective boundaries set by parents/carers • Child beyond parental control • Periods of accommodation by Local Authority and worries are re-emerging • Family breakdown leaves child at risk • Grossly under stimulated • Child is main carer for family member • Subject to physical, emotional or sexual abuse or neglect* • Any duration of pregnancy where there is a significant history when a child has been previously removed • Child abandonment and/or parent's inconsistent, critical or apathetic attitude to a child may result in significant harm* • Suspicion of fabricated or induced illness* • Dysfunctional attachments between parent and child leading to significant harm • Extreme poverty/debt</p>
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			impacting on ability to care for child • The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development*
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## Appendix C – Types, signs and symptoms of abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an extra-familial, institutional or community setting; by those known to them; or more rarely, by a stranger or others (for example, via the internet). They may be abused by an adult or adults, or another child or children. Abuse is always wrong and is never the child's fault.

We recognise that our staff will often, by virtue of their day-to-day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

**All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual or non-consensual sharing of nudes, semi-nudes or explicit videos put children in danger and can be signs that children are at risk.<sup>13</sup> Any concerns should always be raised with DSL or deputies.

### **Types of abuse**

No list can cover every sign of child abuse.

Some of the signs and behaviours which may indicate that a child is being abused are:

- Repeated minor injuries
- Children who are dirty, smelly, poorly clothed or who appear underfed
- A marked deterioration in school work, or significant changes in behaviour; aggressive behaviour, severe tantrums
- An air of 'detachment' or 'don't care' attitude
- Overly compliant behaviour
- Does not trust adults, particularly those who are close
- Children who have lingering illnesses which are not attended to
- 'Tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- Running away from home, suicide attempts
- Self-inflicted wounds or self-harm
- Reverting to younger behaviour
- Depression, withdrawal
- Relationships between child and adults which are secretive and exclude others

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Signs of Physical Abuse**

Physical abuse may result in the symptoms described below. Signs of physical abuse could include:

- Unexplained bruising, marks or injuries on any part of the body
- Black eyes without bruising to the forehead
- Multiple bruises in clusters, often on the upper arm or outside of thigh
- Cigarette type burns anywhere, patterned burns (irons), rope burns. Contact burns in abnormal sites. Scalds, with upward splash marks.
- Lacerations to the body or mouth

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<sup>13</sup> See also the [UKCIS guidance on sharing of nudes and semi-nudes](#)



- Multiple fractures. Evidence of old fractures.
- Fading injuries noticeable after an absence from school
- Child seems frightened of parents/carers, does not want to return home at the end of the day
- Child shrinks markedly (backs away) at the approach of adults
- Child suffers from frozen watchfulness
- Child constantly asks in words/actions what will happen next

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### Signs of Emotional Abuse

Signs of emotional abuse displayed by children include:

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Self-harm, for instance by scratching, cutting or burning
- Developmentally inappropriate behaviour – e.g. inappropriately adult or infantile
- High levels of anxiety, unhappiness or withdrawal
- Running away from home

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Signs of Sexual Abuse

Signs of sexual abuse displayed by children include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-harm/self-mutilation
- Refusing to change for gym or participate in physical activities
- Exhibiting an inappropriate sexual knowledge for their age (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play; developmentally inappropriate behaviours
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear

- School refusal, running away from home

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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. Neglect may also occur during pregnancy, e.g. as a result of maternal substance abuse.

### Signs of Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development. Signs of neglect include:

- Frequent absenteeism from school
- Begging or stealing money or food
- Lacking medical or dental care, immunizations or glasses
- Lacking appropriate clothing, e.g. for weather conditions, shoes are too small, ill-fitted clothes
- Clothes that are consistently dirty
- Teeth are dirty, hair quality is poor and contains infestations
- Hands are cold, red and swollen
- The parent or adult caregiver has failed to protect a child from physical harm or danger

### The Parent or other adult caregiver:

- Denies existence of or blames the child for the child's problems at home or at school
- Sees and describes the child as entirely worthless, burdensome or in another negative light
- Unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not capable
- Offers conflicting or unconvincing explanation of any injuries to the child
- Appears indifferent to or overtly rejects the child
- Refuses offers of help for the child's problems
- Isolates the child physically/emotionally

### Further information

For more information, staff can consult:

The DfE advice [What to do if you're worried a child is being abused \(2015\)](#) provides guidance on identifying child abuse and what to do next.

The [BSCP advice on the signs of abuse](#) or CASS for telephone advice

The NSPCC website is also a good source of information and advice, including on [the signs of child abuse](#).

## Appendix D – Safeguarding and online safety, including cybercrime

### Online Safety

This section should be read alongside the School's **Online Safety policy** and **Mobile Device policy**, as well as **KCSIE September 2023 pages 35-38**.

The School understands that children must be kept safe from potentially harmful and inappropriate material online. Also, the use of technology has become a significant component of many safeguarding issues – CSE, radicalisation and sexual predation: technology often provides the platform that facilitates harm. The DSL should take lead responsibility for understanding the filtering and monitoring systems in place, but all staff must be aware of how the school acts to keep children safe online.

An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of risk can be categorised into four areas:

**Content:** being exposed to illegal, inappropriate or harmful material. For example, fake news, pornography, racism, radical extremist views, misogyny, self-harm, suicide, anti-Semitism, or extremism.<sup>14</sup>

**Contact:** being subjected to harmful online interactions with other users. For example: commercial advertising, adults posing as children or young adults, peer-to-peer pressure

**Conduct:** personal online behaviour that increases likelihood of or causes harm. For example, making, sending, and receiving explicit images (consensual or non-consensual sharing of nude or semi-nudes), online bullying.

**Commerce:** risks such as online gambling, inappropriate advertising, phishing and / or financial scams. Pupils and staff are also vigilant of **cybercrime** (see the following page), and aware that CYP can be victims or perpetrators. Phishing concerns can be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

To support schools and colleges to meet this duty, the Department for Education has published [filtering and monitoring standards](#) which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

The school meets these standards by using a variety of methods and platforms to filter, monitor and prevent access to inappropriate and/or harmful materials, reviewing these regularly and recording concerns in CPOMS; keeping staff updated about these methods and the changing landscape of online risks; and the DSL, Deputy DSLs and Head of e-safety meeting regularly to review and assess these safeguards and their effectiveness, including the balance between exposure to risk and 'over-blocking', and the safeguards required as part of the Prevent strategy.

The School aims to protect and educate the whole School community in their use of technology and has mechanisms to identify, intervene and escalate any incident as appropriate. Pupils have a comprehensive programme of annual online safety training and it is included as part of staff induction. Pupils and staff have regular updates and training, as appropriate, with regards to cyber security of the school IT network. Parents are regularly given information to help them manage their child's online activity.

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<sup>14</sup> See also [The use of social media for on-line radicalisation](#) (July 2015)

The School has a clear policy on mobile devices to limit, as far as practicable, pupil's unrestricted access to the internet via 3G, 4G and 5G, and staff are made aware of the risks posed by unrestricted access (for example, the ability to sexually harass, bully, and control others via mobile and smart technology, to share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content). See **Mobile Devices policy**.

## **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet (and e.g. mobile devices). It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DdoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
- online Extortion or so-called 'sextortion', where a child/young person is coerced into sharing youth-produced sexual imagery and/or blackmailed

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL or deputies should consider referring into the **Cyber Choices programme** or, where appropriate, referring via Channel/Prevent.

This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

All staff should be aware of the school's provisions and policies for e-safety and cyber security; of the risks and harms of both cybercrime and other kinds of behaviour online (e.g cyberbullying, youth-produced sexual imagery, grooming); and of how the school filters and monitors what pupils can access online.

## Appendix E – Other Safeguarding issues

The safeguarding issues detailed below are explored in more detail within **Annex B of KCSIE 2023**. All staff should have an awareness of the broader safeguarding issues likely to affect children– some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, missing education and sexting put children in danger.

### **Adverse Childhood Experience (ACE)**

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years).

Examples of ACEs include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school
- **traumatic experiences** such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries
- **other traumatic incidents** e.g. experience of a natural disaster or terrorist attack.

Where children have suffered abuse and neglect or other ACE, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware how these children's experiences can impact on their mental health, behaviour and education.

**All staff must recognise that these children are potentially at a greater risk of harm.**

### **Domestic abuse**

The Domestic Abuse Act 2021 introduces the first statutory definition of domestic abuse and recognises the impact on children as victims in their own right. The definition of domestic violence and abuse is: any single incident or pattern of incidents of controlling, coercive, economic, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence, which includes controlling and coercive behaviour, can have a serious, long-lasting emotional and psychological impact on children.

Young people can experience domestic abuse within their own intimate relationships. This is a form of child-on-child abuse referred to 'teenage relationship abuse'. Depending on the age of the young people involved, this may not be recognised as under law as 'domestic abuse'. For any child under 18 where there are concerns, the school's safeguarding procedures should be followed and both parties offered support.

KES participates in Operation Encompass, which operates in all police forces across England. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL).

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support.

### **Homelessness Duty**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances. If you become aware of a pupil who is homeless or at risk of homelessness, you should inform the DSL or deputies as soon as possible and they will progress any concerns to the Local Housing Authority (LHA) at the earliest opportunity. Any referrals to LHA does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

In all cases, or suspected cases, staff should refer to the DSL or deputies.

## **Mental Health**

All staff should be aware that a mental health problem can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to notice those children whose behaviours suggest they may be experiencing a mental health problem or be at risk of developing one.

These behaviours (or changes in behaviour) may include the following:

- Increased volatility: aggressive, oppositional behaviour, hyper-vigilance, difficulty settling, irritability, anger
- Reduced engagement: withdrawn, feeling overwhelmed, fearful, easily tearful, lack of concentration, inability to regulate emotions
- Anxiety: low-self-esteem, excessively 'good' behaviour to prevent disapproval, indiscriminate contact or affection seeking, excessive clinginess

### *Referral*

Only appropriately trained professionals can make a diagnosis of a mental health problem. But any member of staff can make their concerns about a child known to a member of the pastoral team who will liaise with the Deputy Head (Pastoral) for the appropriate referral into the School's mental health service. Such a concern should also be recorded on CPOMS.

If staff have a mental health concern about a child that is also safeguarding concern, immediate action should be taken by speaking to the DSL or deputies.

- Counsellors from [Open Door Youth Counselling Service](#) are employed by the School.
- The school also offers a full mental health support service from a mental health nurse.
- The school also runs a 'Challenging Anxiety' CBT-based group, and a peer mentoring scheme

## **Child Criminal Exploitation (CCE) and Sexual Exploitation (CSE)**

Both CSE and CCE are forms of abuse. Both occur where an individual or groups takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. The abuse can be perpetrated by individuals or groups and males or females. Children may also be exploited by other children, who themselves are victims of exploitation.

The abuse can be a one-off occurrence or a series of incidents over time. In some cases, the abuse will be in exchange for something the victim needs or wants (e.g. money, gifts or attention) and/or for other advantage such as increased status.

Age difference may contribute to an imbalance of power, but there are other factors that may make a child more vulnerable to exploitation: gender, sexual identity, cognitive ability, learning difficulties, communicative ability, physical strength, access to economic resources.

It should be noted that victims can be exploited even when activity appears consensual, and that as well as being physical, exploitation can be facilitated and / or take place online.

Some of the following can be indicators of CSE or CCE:

- Children who appear with unexplained gifts or possessions, or whose possessions become materially more expensive
- Children who suffer from changes in emotional well-being
- Children who misuse drugs or alcohol
- Children who have older boyfriends or girlfriends
- Children who display sexual behaviours beyond expected development for their age; children who have STIs
- Children who regularly miss school or go missing for periods of time

Further information and definitions of exploitation can be found **Annex B** of **KCSIE** and Home Office's [‘Preventing youth violence and gang involvement’](#) and its [‘Criminal exploitation of children and vulnerable adults: county lines guidance’](#)

### *Child Criminal Exploitation (CCE)*

Some specific forms of CCE can include: children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

### *County Lines*

[‘County lines’](#) is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas in the UK, using dedicated mobile phone lines or other form of ‘deal line’. Exploitation is an integral part of the county lines offending model: perpetrators use children and young people to maximise profits and distance themselves from the criminal act of physically dealing drugs (National Crime Agency, 2019).

Children can be targeted to and recruited from schools, local area and increasingly online using social media. Victims are often subjected to violence, threat of violence towards their families, ‘manufactured drug debts’ and other coercion. County lines gangs are highly organised criminal networks that use sophisticated, frequently evolving techniques to groom young people and evade capture by the police.

### *Serious Violence*

All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained

injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Young men are particularly at risk of involvement.

### *Modern Slavery*

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance and [via the NSPCC here](#).

### *Child Sexual Exploitation (CSE)*

CSE is a form of child sexual abuse.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect anyone under 18 who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited - e.g. they believe they are in a genuine romantic relationship.

### **So called 'honour-based' abuse**

So-called 'honour-based' abuse (HBA) encompasses incidents or 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 honour-based abuse should be handled and escalated as such (that is, regardless of the motivation or e.g. cultural background/beliefs of the abuser).

If staff have a concern about a child at risk of HBA or who has suffered from HBA they should speak to the DSL.

**All staff must be aware of their legal duty to report FGM to the police.**

### **Female genital mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs and there is no medical reason for this.

It is illegal in the UK; it is an extremely harmful practice; and it is a form of child abuse and violence against women and girls. The law (the Female Genital Mutilation Act 2003 as amended by the Serious Crime Act 2015) also includes an offence of failing to protect a girl from the risk of FGM; and gives extra-territorial jurisdiction over offences of FGM committed abroad by UK nationals and those habitually or permanently resident in the UK. It is illegal to perform or to assist FGM inside or outside the UK on a UK national or resident.



## **FGM Mandatory Reporting Duty**

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about FGM there is a specific **legal duty on teachers**.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 (i.e through a disclosure), the teacher **must** report this to the police.<sup>15</sup>

The legal duty does not apply in relation to at risk or suspected cases (i.e those without a disclosure, or e.g. where a disclosure is made about a family member). In these cases, all staff should report concerns regarding FGM to the DSL who will follow the school's normal safeguarding procedures and may consult children's social care before a decision is made as to whether the legal reporting duty applies.

For further details about this legal duty see the Home Office guidance [Mandatory Reporting of Female Genital Mutilation – procedural information](#).

Guidance published by the [Department for Health](#) also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

### **Risk factors**

There is a range of potential indicators that a child or young person may be at risk of FGM, which can be found as part of Annex B of the [Multi-agency statutory guidance on FGM](#) (pp. 40-43); the same document outlines additional considerations for schools on p.61/2.

Staff should be aware that FGM is particularly prevalent in Central and North African countries (those around the Atlantic coast to the Horn of Africa, areas of the Middle East like Iraq and Yemen, and parts of Asia including Indonesia, India and Malaysia, and amongst specific ethnic groups and populations.

In the UK, the Midlands has the [highest prevalence](#) of women and girls who have been victims of FGM (p.11).

## **Forced Marriage and Child Marriage**

### *Forced Marriage*

Forcing a person into a marriage is a crime in England and Wales. Forced marriage is an abuse of human rights which denies vulnerable children the freedom to learn, grow and thrive.

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 can play an important role in safeguarding children from forced marriage.

Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Pages 35-36 of the [Multi-agency guidelines: Handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk) for advice and information.

### *Child Marriage*

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<sup>15</sup> "Known" cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003

In February 2023, the Marriage and Civil Partnership (Minimum Age) Act 2022 came into force. The act raised the legal age for marriage to 18; it means that 16 and 17 year olds are no longer allowed to marry or enter a civil partnership, even if they have parental consent. It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances, even if violence, threats or another form of coercion are not used. As with existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Staff should speak to the DSL if they have any concerns about either forced or child marriage.

## Appendix F – Harmful sexual behaviours, sexual violence and harassment between children

**KCSIE 2023 Part 5 must be referred to when dealing with allegation of sexual harassment of violence between children.**

### *Context*

Sexual violence and sexual harassment can occur between two children of any **age and sex** from primary to secondary stage. They can occur online and face to face; they can be physical and verbal. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap. They are never acceptable.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Staff should be aware that although these behaviours can occur between any children, some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND), and LGBT children are at greater risk of being victims of such behaviour.

It is imperative that all staff:

- are aware of the importance of challenging inappropriate behaviours, and take action to challenge them;
- make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- Report any such behaviours or alleged behaviours immediately to the DSL

Dismissing or tolerating such behaviours risks normalising them.

### **Sexual violence**

It is important that all staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Staff should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
- **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he **agrees by choice to that penetration** and has the **freedom and capacity** to make that choice. All pupils at KES learn about consent, through a carefully-constructed and age-appropriate Relationships & Sex Education curriculum.

Further information about consent can be found here: [Rape Crisis England & Wales – Sexual consent](#)

Most importantly:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

## **Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. This can be child-on-child. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Schools should be considering when any sexual harassment crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and/or non-consensual sharing of nudes and semi-nudes images and/or videos. **Making, taking or sharing nude photographs of those under 18 is a criminal offence.**<sup>16</sup>
- sharing unwanted explicit content;
- upskirting (a criminal offence – see below);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;

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<sup>16</sup> Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

- sexual exploitation; coercion and threats.

### *Upskirting*

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is the colloquial name for an offence where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is incredibly important: it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Additionally, how the school responds can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward; refusing to recognise, acknowledge or understand the scale of harassment and abuse and/or downplaying of some behaviours enables a culture of unacceptable behaviour.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Consideration of the victim's wishes should be made in line with part 5 of KCSIE.

**Staff should inform the DSL or a Deputy DSL of a disclosure (or suspicion) of sexual violence or harassment as soon as is practicable. Details should not be discussed with other members of the school. The victim, alleged perpetrators, their siblings and any witnesses should be offered additional support.**

**The DSL and deputies will follow the protocols in 'Managing child-on-child abuse allegations' and 'Managing incidents of sharing nudes and semi-nudes' documents.**

## Appendix G – Preventing radicalisation

The School is subject to a duty under section 26, Counter Terrorism and Security Act 2015 to have ‘due regard’ to the need to prevent people from being drawn into terrorism. The School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our whole-school safeguarding approach. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

### Definitions

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### The Prevent Duty

The Prevent duty is part of the school’s wider safeguarding obligations, and [can be found here](#).

It has three strategic objectives:

- To respond to the ideological challenge of terrorism and the threat we face from those who promote it
- To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- To work with sectors and institutions where there are risks of radicalisation that we need to address.

Paragraphs 57-76 are specifically concerned with schools and there is also further [Advice for Schools](#).

### Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel. The SPOC will lead in liaising with Channel should it be necessary.

### Indicators of vulnerability

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

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

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

Indicators include:

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

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

More critical risk factors could include:

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

## **Risk assessment**

We will assess the level of risk within the School and put actions in place to reduce that risk; and we will make staff aware of such risks via regular Prevent training. In order to mitigate these risks, we:

- ensure pupils are safe from terrorist and extremist materials when accessing the internet on school devices and that suitable filtering and monitoring is in place; and that we have a robust policy and approach to Online Safety
- ensure that pupils are protected from extremist materials and ideologies via our Assembly policy, our Visiting Speaker policy and by assessing the use of school premises by external agencies
- ensure that our curriculum is designed to promote fundamental British values including tolerance, democracy, the

rule of law and individual liberty, and to educate against hate, particularly by utilising the PSHE curriculum and ensuring that all our teaching gives due regard to SMSC (spiritual, moral, social and cultural) development of our pupils

- prevent indoctrination, present political issues and views in a balanced way, and encourage our pupils to understand, discuss and challenge sensitive topics and ideas
- ensure that our pupils are aware of the protected characteristics, of the importance of tolerance and care for one another, by promoting good relations between different groups of protected characteristics and via zero tolerance to those who use discriminatory language or behaviour, as outlined in our SEND, Anti-bullying and Behaviour and Discipline policies
- ensure that we comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils
- have a robust safeguarding response/approach to protect children from being drawn into terrorism
- create and continue a culture which is inimical to extremist ideologies and views, and in which community, kindness, tolerance and respect are fundamental to all that we do.

The School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both children and staff have the right to speak freely and voice their opinions, whether in academic lessons or e.g. via the school's pupil councils. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles as part of which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion, particularly within our school community. Staff responding to inappropriate or hateful speech should give regard to both the Prevent Duty, if relevant, and the school's Behaviour and Discipline Policy.

## **Roles and responsibilities of the Single Point of Contact (SPOC)**

The SPOC for the School is Tom Quayle (Deputy Head Pastoral & DSL), who is responsible for:

- Ensuring that staff of the school are aware of the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's curricula and policies to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable pupils into the Channel process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC. The potential issue will be considered carefully before any action is taken. Any action taken will be proportional but could ultimately include referral to the Channel programme.

More information on all areas is available in **Annex B of KCSIE**, pp. 149-151.



## Appendix H – Local and government guidance on safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. In addition, staff can access government guidance as required on the issues listed below via GOV.UK and other government websites and Detailed guidance on children in specific circumstances is also provided in the [West Midlands Safeguarding Children procedures](#).

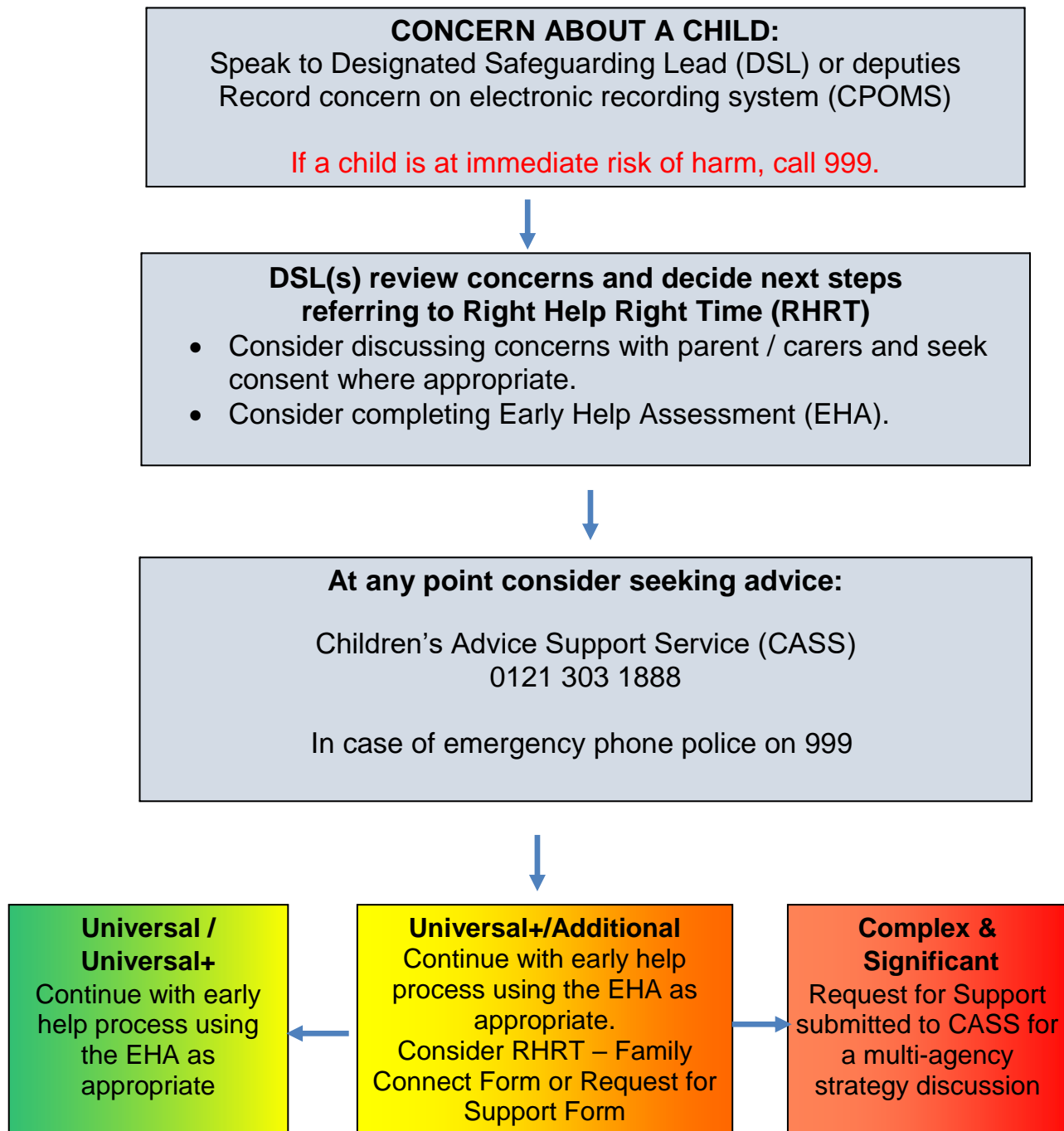
Issue	Guidance	Source
Abuse	<a href="http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief">http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief</a>  <a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</a>  <a href="http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect">http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect</a>  <a href="#">Children who abuse others   West Midlands Safeguarding Children Group</a>  <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>  <a href="https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/">https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/</a>	West Midlands Safeguarding Children Procedures     Government guidance  Education and support
Bullying	<a href="http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#">http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</a>  <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a>	West Midlands Safeguarding Children Procedures  Government guidance
Children and the Courts	<a href="https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</a>  <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</a>	MoJ advice
Missing from Education, Home or Care	<a href="http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education">http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</a>  <a href="http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme">http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</a>  <a href="https://www.gov.uk/government/publications/children-missing-education">https://www.gov.uk/government/publications/children-missing-education</a>  <a href="https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care">https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care</a>  <a href="https://www.gov.uk/government/publications/missing-children-and-adults-strategy">https://www.gov.uk/government/publications/missing-children-and-adults-strategy</a>	West Midlands Safeguarding Children Procedures  Government guidance
Family Members in Prison	<a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a>	Barnardo's in partnership with Her

Issue	Guidance	Source
		Majesty's Prison and Probation Service (HMPPS)
Drugs	<a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html</a>  <a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html</a>  <a href="http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances">http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances</a>  <a href="https://www.gov.uk/government/publications/drugs-advice-for-schools">https://www.gov.uk/government/publications/drugs-advice-for-schools</a>	Birmingham Police and Schools Panels     Government guidance
Domestic Abuse	<a href="http://westmidlands.procedures.org.uk/pkpost/regional-safeguarding-guidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkpost/regional-safeguarding-guidance/domestic-violence-and-abuse</a>    <a href="https://www.gov.uk/guidance/domestic-abuse-how-to-get-help">https://www.gov.uk/guidance/domestic-abuse-how-to-get-help</a>	West Midlands Safeguarding Children Procedures   Government guidance
Child Exploitation	<a href="https://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-exploitation-and-trafficking-including-gangs/">https://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-exploitation-and-trafficking-including-gangs/</a> <a href="#">Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance (2018)</a>  <a href="https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018">https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018</a>  <a href="https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2">https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</a>	West Midlands Safeguarding Children Procedures  WMP, BCSP, BCT  Government guidance
Homelessness	<a href="https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets">https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</a>	HCLG
Health & Wellbeing	<a href="http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour">http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour</a>   <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>  <a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a>	West Midlands Safeguarding Children Procedures   Government guidance
Online	<a href="https://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&amp;%20Confiscation%20Jan%202018.pdf">https://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&amp;%20Confiscation%20Jan%202018.pdf</a>   <a href="#">Online safety: Children exposed to abuse through digital media   West Midlands Safeguarding Children Group</a>  <a href="#">Teaching online safety in school</a>	Birmingham Police and Schools Panels   West Midlands Safeguarding Children Procedures  DfE

Issue	Guidance	Source
Private Fostering	<a href="https://www.birminghamchildrenstrust.co.uk/info/11/fostering/23/let_us_know_if_you_re_looking_after_someone_else_s_child">https://www.birminghamchildrenstrust.co.uk/info/11/fostering/23/let_us_know_if_you_re_looking_after_someone_else_s_child</a>  <a href="https://www.gov.uk/government/publications/children-act-1989-private-fostering">https://www.gov.uk/government/publications/children-act-1989-private-fostering</a>	BCC  Government guidance
Radicalisation	<a href="http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism">http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism</a>  <a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>	West Midlands Safeguarding Children Procedures  Government guidance
Violence           So-called honour-based violence  FGM  Forced marriage  Hate crimes  Gender based crime  Trafficking	<a href="http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity">http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</a>  <a href="https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance">https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance</a>  <a href="https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children">https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children</a>  <a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</a>  <a href="http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence">http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</a>  <a href="https://www.gov.uk/government/policies/violence-against-women-and-girls">https://www.gov.uk/government/policies/violence-against-women-and-girls</a>  <a href="https://www.gov.uk/government/policies/honour-based-violence">Honour-based violence   West Midlands Safeguarding Children Group</a>  <a href="https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence">https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence</a>  <a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a>  <a href="https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation">https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation</a>  <a href="https://www.gov.uk/guidance/forced-marriage">https://www.gov.uk/guidance/forced-marriage</a>  <a href="https://educateagainsthate.com/">https://educateagainsthate.com/</a>  <a href="https://www.gov.uk/crime-justice-and-law/violence-against-women-and-girls">https://www.gov.uk/crime-justice-and-law/violence-against-women-and-girls</a>  <a href="https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance">https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance</a>	West Midlands Safeguarding Children Procedures  BCC Education Safeguarding   Birmingham Police and Schools Panels      Government guidance

## Appendix I – Delivering early help in education (BSCP model)

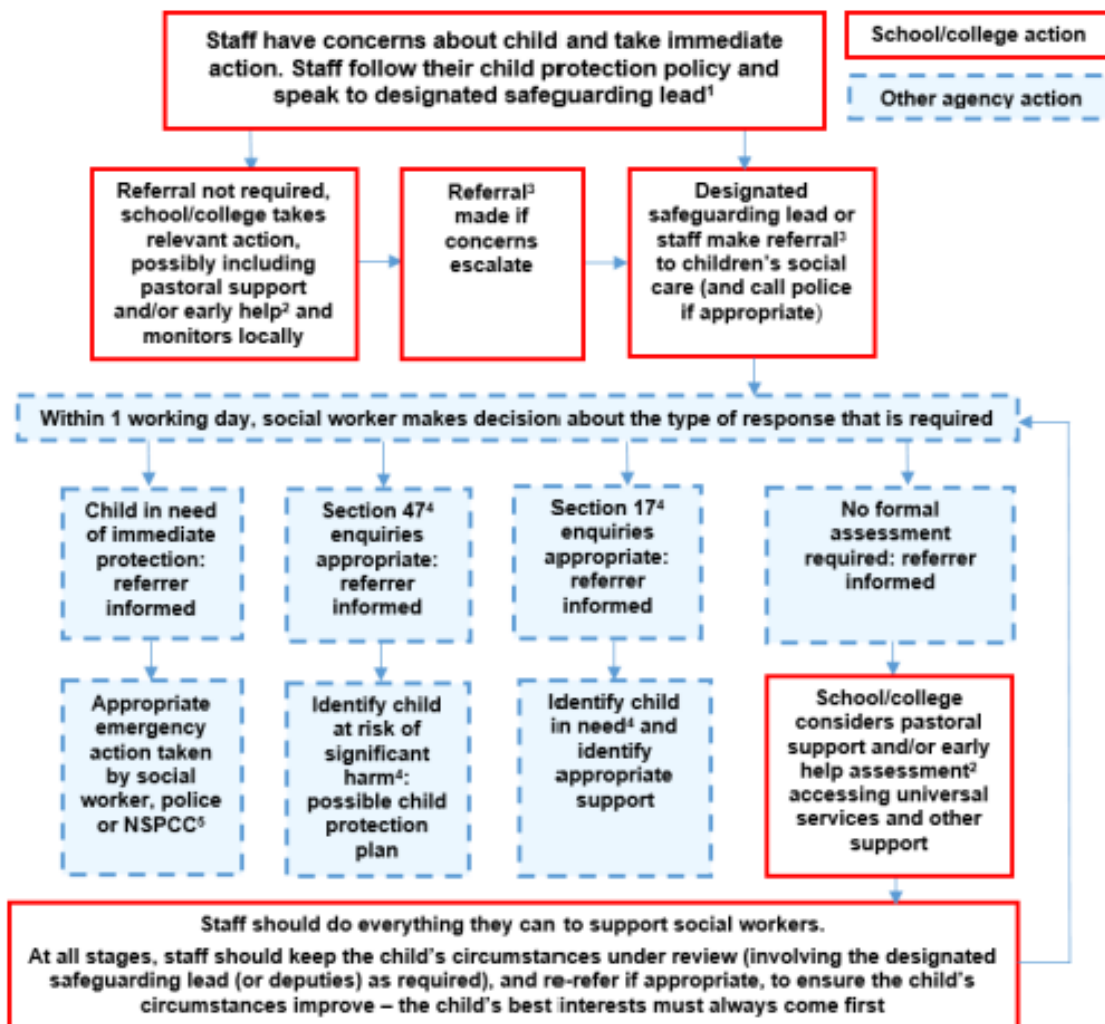
This is taken from the BSCP 'model' Safeguarding Policy (December 2021). It illustrates the emphasis on Early Help when initially dealing with safeguarding concerns. This is the BSCP model. Other LSCP procedures may differ slightly. We would follow School specific procedures within these steps.



## Appendix J – Concerns about a child flowchart (KSCIE 2023)

This is taken from KCSIE (September 2023, p22) and gives further details of procedures followed by other agencies when a concern is raised.

### Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

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

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## Appendix K – Further Information

### **List of Common Acronyms**

BSCP	Birmingham Safeguarding Children Partnership
CASS	Children's Advice and Support Service
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
ISGB	Independent School Governing Body
KCSIE	Keeping Children Safe in Education – September 2023
LADO	Local Authority Designated Officer (or Designated Officer)
LA	Local Authority
PACE	Police and Criminal Evidence Act
PHE	Public Health England
TRA	Teacher Regulation Agency
VLE	Virtual Learning Environment (i.e. Intranet platform 'Firefly')
WT	Working Together to safeguard children – July 2018

### **Version control**

2023	Note
1.0	Updated September 2023 to reflect the changes to KCSIE 2023 and changes to DSL and Deputies

This policy will be reviewed in September 2024 by Deputy Head Pastoral/DSL or sooner in line with government guidance.