



# **Safeguarding and Child Protection Policy**

## **Kirkstone House School**

Updated November 2021

Amendments shown in blue made on 23/8/2021 to reflect updates in Keeping Children Safe in Education 2021.



## INTRODUCTION

Kirkstone House School fully recognises the responsibility it has under section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children) Act, 2021 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2021). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2021 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children. For those staff who do not work directly with children or where English is a second language, Annex A can be issued instead but this is a matter for the school/college to decide.

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the school's Proprietor discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to **all** staff, paid and unpaid, working in the school including governors. Learning Support Assistants, kitchen staff, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its proprietors.

It is consistent with the Safeguarding Children Partnership Board procedures.

The School's safeguarding partners are Cambridgeshire /Peterborough and Lincolnshire. The School operates its Safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by Safeguarding partners.

### **There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

**SUPPORTING CHILDREN** particularly those who may have been abused or witnessed violence towards others;



## **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

### **PREVENTION**

1.0 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.1 The school will therefore:

1.1.1 Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

1.1.2 Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.1.3 For Lower school:

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.



#### 1.1.4 For Upper school:

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

*(Note: The following section (1.2.5) is for **nursery, primary and special schools** which are using P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme - further information from Education Safeguarding Team).*

1.1.5 We use P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme. This Unit reinforces essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the Unit.

1.2.6 *(This section is for Secondary/Post-16 settings)* We use Safer Corridors Toolkit developed by the Cambridgeshire PHSE Service which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

## 2.0 PROCEDURES

2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:  
<http://www.safeguardingcambspeterborough.org.uk/children-board/>



2.2.1 The Designated Safeguarding Lead is: Suzan Gray. She is a Senior member of staff with the status and authority commensurate with the Senior Leadership Team.

2.2.2 The following members of staff have also received the Designated Safeguarding Lead training:

Emma Wilson DDSL  
Mr G Wyman Proprietor

2.2.3 The nominated advisor and trained member for Safeguarding and Child Protection is:

Dr Bruce Ramsay

2.3 The Proprietors will:

2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description.

2.3.3 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2021, Annex C). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.

2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.

2.3.5 Ensure that every member of staff, paid and unpaid, and the advisory board knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.

*Staff members are required to complete a logging concern form and pass it in person to the DSL/DDSL immediately.*

2.3.6 Ensure that the DSL or DDSL are always available (during school hours, during term-time, including during times of lockdown or when pupils are learning remotely) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

Either the DSL or DDSL will be present in school. However, should an occasion arise where both are off site, they must ensure they are contactable should a safeguarding concern be raised. Staff will also be advised how to raise a concern directly with the appropriate safeguarding team. These circumstances should not delay appropriate action being taken. Staff have contact numbers for Children's Services and know that **anyone** can make a referral. If staff have a mental health concern about a child, that is



also a safeguarding concern and should be addressed in line with the Safeguarding Policy. Staff know that referrals to statutory agencies do not need parental consent.

- 2.3.7 Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2020.
- 2.3.7 Nominate an advisory member for safeguarding and child protection who has undertaken appropriate training. – trying to secure a date for this
- 2.3.8 Ensure every member of staff and every advisory member knows:
- the name of the Designated Safeguarding Lead/Deputies and their role;
  - how to identify the signs of abuse and neglect;
  - how to pass on and record concerns about a pupil;
  - that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring safeguarding concerns to the DSL/DDSL;
  - that they have a responsibility to provide a safe environment in which children can learn;
  - where to find the Inter–Agency Procedures on the Safeguarding Children Partnership Board website;
  - their role in the early help process;
  - the process for making referrals to children’s social care;
  - the safeguarding response to children who go missing in education.
- 2.3.9 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually**.
- 2.3.10 Ensure that **all** staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.3.11 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school website.
- 2.3.12 Ensure that this policy is available publicly either via the school website [www.kirkstonehouseschool.co.uk](http://www.kirkstonehouseschool.co.uk) or by other means.
- 2.3.13 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
- 2.3.14 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.



## **2.4 Liaison with Other Agencies**

The school will:

- 2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- 2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.4.3 Notify the relevant Social Care Team immediately if:
  - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
  - there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
  - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- 2.4.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.

## **2.5 Record Keeping**

The school will:

- 2.5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- 2.5.2 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. It is good practice to keep concerns and referrals in a separate safeguarding file for each child.
- 2.5.3 Records should include:
  - a 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 outcome.
- 2.5.4 Hardcopy safeguarding files should be kept confidential and stored securely.
- 2.5.5 Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2021, (page 148) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.





- 2.5.6 Make parents aware that such records exist except where to do so would place the child at risk of harm.
- 2.5.7 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

## 2.6 Confidentiality and information sharing

- 2.6.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

- 2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- 2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.
- 2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

- 2.6.6 Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- 2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- 2.6.9 In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.
- 2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).





## **2.7 Communication with Parents/Carers**

The school will:

- 2.7.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website.
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.
- 2.7.3 Discuss with Children's Social Care if the school believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. *[Further guidance on this can be found in the Effective Support for Children and Families in Cambridgeshire and Peterborough].*
- 2.7.4 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

## **2.8 Peer on Peer Abuse**

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; 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; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The School takes a Whole School approach to Peer on peer abuse. We do not wait for an incident to happen before taking action. We create an environment in which children and staff show respect for one another. They know what language and behaviour is acceptable and what to do and who to speak to if they feel worried or unsafe. This whole School approach sets expectations that violence and harassment will not be tolerated and children are supported in learning about consent and healthy relationships in and out of school and on line. There is also immediate support for victims of abuse.

It is the responsibility of all staff to challenge abusive behaviours between peers.

- 2.8.1 All forms of peer on peer abuse are unacceptable and will be taken seriously. Any Concerns relating to peer on peer abuse must be reported to the DSL immediately.

The school will therefore:

- 2.8.2 Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated. There is a zero tolerance approach to peer on peer abuse of any kind. There are clear systems in place for pupils to report



abuse knowing that their concerns will be taken seriously. The support systems for pupils is regularly re-visited in PSHE and in Form Time.

- 2.8.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators. Staff understand that peer on peer abuse may occur in or outside school or on-line. There is also recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place but may be not being reported. Staff also understand that verbal bullying can be more emotionally abusive than physical abuse.
- 2.8.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up. There is a zero tolerance approach to abuse and never should be passed off as 'just banter' or 'just having a laugh' or 'boys just being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- 2.8.5 There are clear procedures in place to minimise the risk of peer on peer abuse. These include: having a clear Behaviour Policy and Code of Conduct which all pupils know and understand. Pupils know how and who they can report a concern to and private and confidential places are available in which pupils can talk to a member of staff. The PSHE programme aims to minimise the risk of peer on peer abuse through enabling pupils to understand what makes healthy relationships and abuse looks like in many contexts. This is a subject which is re-visited across Year Groups in line with children's changing relationships. Pupils are further supported in understanding the nature of abuse and how to report it in the wider curriculum including on-line abuse. In terms of contextual Safeguarding, any concern about unsafe places which might pose a Safeguarding threat to young people within the locality will be reported to the Police.
- 2.8.6 The School provides high quality Relationship and Sex Education (RSE) DfE Guidance September 2021 and/or enrichment programmes including teaching about consent.
- 2.8.7 The School ensures that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse. Staff are aware of indicators of peer on peer abuse, for example: absence from School and /or disengagement; physical injuries; mental and or emotional issues; being withdrawn / lack of self esteem; lack of sleep; alcohol /substance misuse; behavioural changes; inappropriate behaviour for age and being harmful towards others.
- 2.8.8 Staff are aware that 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.

## 2.9 **Dealing with Sexual Violence and Sexual Harassment between children**

- 2.9.1 Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will 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 or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The school will:

- 2.9.2 Be clear that sexual violence and sexual harassment will not be tolerated. Peer on peer abuse that involves sexual assault and violence must always result in a multi-agency response. These will include: Children's Social Care, the Police, Any specialist support agency dealing with children who demonstrate harmful sexual behaviour, the family and any other professionals who know or who have had contact with the child.
- 2.9.3 Provide training for staff on how to manage a report of sexual violence or sexual harassment and how to record it.
- 2.9.4 Make decisions on a case-by-case basis.
- 2.9.5 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.6 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Children will be separated whilst concerns are being investigated. In situations of alleged rape and assault by penetration, the alleged perpetrator will be removed from any classes or areas of the School shared by the victim. Record any risk assessments and keep them under review.
- 2.9.7 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations. Support will also be given to other children who may have been affected, for example witnesses to a situation / siblings / friendship groups.
- 2.9.8 Liaise closely with external agencies, including police and social care, when required.
- 2.9.9 Refer to 'Keeping Children Safe in Education - Part Five', 2021, 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September, 2021) for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020)



### 3.0 SUPPORTING CHILDREN

The school recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.
- 3.5 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.6 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 3.7 The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see pages 8 – 9 of Keeping Children Safe in Education, 2021 for the complete list. The list includes:

#### 3.6.1 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how



recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

### **3.6.2 Young Carers**

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

### **3.6.3 Children at Risk of Criminal Exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.



#### **3.6.4 Children Frequently Missing Education**

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

#### **3.6.5 Children Misusing Drugs or Alcohol**

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

#### **3.6.6 Children at Risk of Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based





methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

### **3.6.7 Children Living with Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### **3.6.8 Children Living with Domestic Abuse**

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.





Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At Kirkstone House School we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council, Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead. DA Lead is Emma Wilson.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough *Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*'.

### **3.6.9 Children at risk of 'Honour- Based' Abuse including Female Genital Mutilation**

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that



a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

#### **3.6.10 Children who have returned home to their family from care**

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter - Agency Procedures.'

#### **3.6.11 Children showing signs of Abuse and/or Neglect**

School recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. 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.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

#### **3.6.12 Children at Risk of Radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

The advisory board will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent Duty.



Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (2021), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

#### **3.6.13 Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

#### **3.6.14 Children who have Family Members in Prison**

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

#### **3.6.15 Child Abduction and Community Safety Incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Personal Safety is therefore covered in PSHE lessons. Pupils are encouraged to develop confidence and to know how to keep themselves safe.

Security on site ensures that visitors must report to Reception and all staff wear lanyards. Staff who enter the building must sign in at Reception.

#### **3.6.16 Children and the Court System**



We are aware that Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If a child is to give evidence in court, the School will support them through the process liaising with other agencies such as Children's Social care, CAMHs etc to provide a holistic approach and means of support. The child will also have access to a trusted member of staff and quiet spaces during the School day.

### 3.6.17 **Cyber Crime**

Cybercrime is criminal activity committed using computers and/or the internet. 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.

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 a deputy), will consider referring into the Cyber Choices programme. 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.

We note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Appropriate use of ICT is taught in ICT lessons and in PSHE. The School has an Acceptable Use Policy which is shared with pupils and fully explained to them. Misuse of ICT is identified through the School's systems and sanctions are applied. Parents are always informed of serious misuse of ICT. Pupils who do misuse ICT have possible consequences discussed with them in order to improve understanding.



### 3.6.18 Homelessness

The School understands that homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL (and any deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include:

household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and/or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this will not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

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

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. Generally, we 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.

Children's social care will be the lead agency for these children and the DSL (or a deputy) will ensure that appropriate referrals are made based on the child's circumstances.

## 4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2021. This section should be read in conjunction with the school's Safer Recruitment Policy.

4.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

**The following members of staff have undertaken Safer Recruitment training:**

Suzan Gray, Katherine Tickler, Bev Taylor, Jane Ramsay, Suzanne Stevens

## 4.3 Allegations that may meet the harms threshold (Part Four, Section One)

4.3.1 Any allegation of abuse made against a member of staff (including supply staff and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2021, Part Four, Section One, will be reported straight away to the Head Teacher or Principal.



- 4.3.2 In cases where the Head Teacher is the subject of an allegation and there is a conflict of interest, it will be reported directly to the LADO, The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.
- 4.3.3 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2021 *and the school's HR Policies, and seek advice from their HR provider.*
- 4.3.4 The Headteacher or Chair of the Advisory Board will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.
- 4.3.6 Where the school or college identify a child has been harmed they should contact children's social care and as appropriate the police immediately.
- 4.3.7 School will consider:
- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
  - **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.
- 4.3.8 The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 4.4 **Concerns that do not meet the harms threshold (Part Four, Section Two)**
- The purpose of the Low Level Concerns Policy as an extension of the Safeguarding Policy** is to create and embed a culture of openness, trust and transparency. This enables the School's values, behavioural expectations and staff code of conduct to be constantly lived, monitored and reinforced by all staff.
- 4.4.1 Low level concerns that do not meet the harms threshold should be reported to the Headteacher/Principal. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test. The Headteacher will collect as much evidence as possible when a low level concern has been raised by a third party. This will involve: speaking where possible to the person who raised the concern, to the individual involved and to any witnesses.





4.4.2 In cases where the Head Teacher is the subject of an allegation, it will be reported to the Principal.. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education'.2021

4.4.3 A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

The school will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

4.4.4 Procedure for responding to reports of low level concerns:

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5 Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Records are kept as hardcopy





Records will also be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the School will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.

Consideration will also be given to whether there are wider cultural issues within the School that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Information recorded in relation to a low level concern will be kept at least until the individual leaves the School's employment.

- 4.5 The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.
- 4.5.1 School should ensure that **all** staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.5.2 All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). All staff have received a copy of the Staff Code of Conduct which includes the Low Level Concern Policy.
- 4.5.3 The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

## **5.0 OTHER RELATED POLICIES AND PROCEDURES**

### **5.1 Use of Mobile Phones Policy**

- 5.1.1 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, pupils, volunteers and parents/carers.
- 5.1.2 The School has an Acceptable Use of ICT Policy which includes filters that are on the School system to keep pupils safe. The Policy also outlines Pupil Usage and its monitoring. It also covers pupils' use of devices in relation to mobile technology.



## **6.0 ADVISORY BODY SAFEGUARDING RESPONSIBILITIES**

- 6.1 Advisory board should ensure they facilitate 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 development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- 6.2 The advisory board fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate an advisor for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure an annual safeguarding report is made to the full advisory board, Proprietor and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- It will be published on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

## **6.3 Use of school/college premises for non-school/college activities**

- 6.3.1 If the school provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.
- 6.3.2 Where services or activities are provided separately by another organisation or individual, either on or off school site, the advisory board will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

Authorised by

Mr Stuart Judge

Headteacher

On behalf of the Proprietors & Advisory Board

Dated

November 2021

Date of next review

November 2022



This policy links to our:

Anti-bullying policy  
Attendance policy (including Children Missing Education)  
Acceptable Use of ICT Policy/On-line Safety  
Behaviour policy  
Complaints policy  
Critical Incident plan  
Equality policy  
First Aid policy  
Health and Safety policy  
Intimate Care policy  
Lone Working policy  
Low Level Concerns Policy  
Physical Intervention and/or Use of Reasonable Force policy  
Protocol for children not collected from school at the end of the school day/activity  
Safer Recruitment policy  
Staff Code of Conduct/Safer Working Practice  
Staff Discipline and Grievance procedures  
Supporting Pupils with Medical Conditions policy  
Whistleblowing policy



## **Appendix A**

### **Four Categories of Abuse**

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

**Neglect** - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.



It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

**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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - 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.



## **Appendix B**

### **Concerns about a Child (guidance for staff)**

#### **Receiving a disclosure**

Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.

Do not ask leading questions, ie a question which suggests its own answer.

Reassure the pupil but do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action is taken. This will involve professional judgement, but where doubt exists, the information must be passed in accordance with the policy.

Keep a sufficient record of the conversation completed at the earliest possible time. All other evidence, for example scribbled notes, mobile phones containing text messages, clothing, and computers must be kept securely the written record.

Pass on the record when reporting a concern in accordance with this policy.

#### **Recording a concern**

Staff must record all concerns in writing.

Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

- the pupil's details: name and date of birth
- date and time of the event /concern/ conversation
- the action taken and by whom with reasons for the decision made
- the name and position of the person making the record.

The School has a 'Concern about a Pupil' logging form which is located in the Headmistress' PA's Office and the Lower School Office. This should be completed and passed on to the DSL. Where the allegation or complaint is made by an adult, the DSL will ask for a written and signed statement from that person and will inform them that their evidence may be passed on to a third party. If, after due consideration, the School decides to pass this information on to an outside agency, in accordance with this policy, the DSL will contact the disclosing party (unless the School is advised otherwise by that agency) to inform them of this and that they should expect further contact from the agency.

There may be a time when staff have a generalised concern about a pupil. In this case, a Concern about a Pupil form should always be completed and passed to the DSL. The DSL will then discuss the concern with the member of staff before deciding further action if necessary.



### **Receiving a report of harmful sexual behaviour**

Additional guidance about how to manage report of harmful sexual behaviour is provided in Part 5 of KCSIE. This includes the following advice:

only record facts as the child presents them;

where the report includes an online element, do not view or forward illegal images of a child;

manage reports with another member of staff present, preferably the DSL;

inform the DSL as soon as possible if the DSL is not involved in the initial report.

### **Use of reasonable force**

There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. Reasonable in these circumstances means using no more force than needed.

Staff should refer to the School's policy on the use of reasonable force for more detailed guidance.





## **Appendix C Dealing with allegations against a member of staff**

The School's procedures for dealing with allegations made against staff will be used where the member of staff 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she regularly or closely works with children.

Any allegations not meeting these criteria will be dealt with in accordance with the Peterborough Safeguarding Children Partnership Board procedures. Advice from the DSL will be sought in borderline cases.

All such allegations must be dealt with as a priority without delay. The local authority has designated a particular officer or team of officers to be involved in the management and oversight of allegations against people who work with children (Designated Officer). The designated Officer will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria as stated above.

### **Reporting an allegation**

An allegation or complaint against any member of staff (other than the Headmistress) should be reported immediately to the Head. If the head is unavailable the allegation should be made to the Deputy Head, Mrs Sue Stevens or to the DSL, Suzan Gray.

An allegation or complaint about the DSL or DDSL should be reported immediately to the Headmistress. If the Headmistress is unavailable, the allegation should be made to the Deputy Head.

An allegation or concern about the Headmistress should be made directly to Children's Services. (Designated Officer)

The person taking action in accordance with the procedures in this Appendix is known as the Case Manager. In all cases, the case manager will discuss the allegation immediately with the DSL before action is taken.

### **Disclosure of Information**

The case manager will inform the accused person of the allegation as soon as possible after the Designated Officer has been consulted.

The parents / carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

Where the designated officer advises that a strategy discussion is needed, or the Police or Children's Services need to be involved, the case manager will not inform the accused or the



parents / carers until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of an allegation in certain circumstances will be observed.

### **Further Action to be taken by the School**

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part 4 of KCSIE and the School's employment procedures.

Where the School is not an employer of the individual about who safeguarding concerns are raised with the School, it will still have responsibility to ensure that allegations are dealt with appropriately and will liaise with relevant parties. This includes supply teachers and volunteers. Any action taken will be in accordance with part 4 of KCSIE.

### **Ceasing to use staff**

If the school ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for referral are met. Any such incident will be followed by a review of the safeguarding procedures of the School, with a report being presented to the proprietor and member for the Advisory Board without delay. The School may also need to consider a referral to the DBS if a member of staff is suspended or deployed to work in another area of the School that is not regulated activity.

If a member of staff tenders their resignation, or ceases to provide their services at a time when child protection concerns exist in relation to that person, those concerns will still be followed up by the School in accordance with this policy and a referral to the DBS will be made promptly if the criteria for referral is met.

Separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) should be made where a teacher has been dismissed or would have been dismissed had they not resigned because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance.

### **Malicious allegations**

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

Where a parent has made a deliberately invented or malicious allegation, the Headmistress 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.



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

### **Record keeping**

Details of allegations found to be malicious will be removed from personnel records.

For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

The School will retain all safeguarding records and relevant personnel records for as long as reasonably required.



## **Appendix D**

### **Responsibilities of the Designated Safeguarding Lead (DSL)**

The DSL is Mrs Suzan Gray who also holds the position of Head of Pastoral Care which is a role commensurate in terms of status and authority with other members of the Senior Leadership team.

### **Covid**

The DSL's duties are specific in relation to Covid. Please see Appendix F of this policy.

In accordance with Annex B of KCSIE, the main responsibilities of the DSL are:

### **Managing referrals**

The DSL is expected to:

1. refer cases of suspected abuse to the local authority Children's Social Care;
2. support staff who make referrals to the local authority Children's Social care;
3. refer cases to the Channel programme where there is a radicalisation concerns as required;
4. support staff who make referrals to the Channel programme;
5. refer cases where a person has been dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service (DBS) as required; and
6. refer cases where a crime may have been committed to the police as required.

### **Work with others**

1. act as a point of contact with the Lincolnshire and Cambridgeshire and Peterborough Safeguarding Children Partnership Boards;
2. liaise with the headmistress to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
3. liaise with the proprietor, pastoral staff; SENCO; and leader of ICT on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
4. oversee and have responsibility for on-line safety involving all staff in helping to protect pupils;
5. act as a source of support, advice and expertise for all staff.

### **Raise awareness**

#### **The DSL should:**

1. ensure the School's safeguarding and child protection policy and processes are known, understood and used appropriately;
2. ensure that this policy is reviewed annually as a minimum and the procedures and implementation are updated and reviewed regularly and work with the proprietor, member of the Advisory Board and commissioning officers regarding this;
3. ensure this policy is available publically and parents are aware that referrals about suspected abuse or neglect will be made and the role of the School in this;



4. link with the Lincolnshire and Cambridgeshire and Peterborough Safeguarding Children Boards to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
5. Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing or have experienced with teachers and School managers.

### **Child Protection File**

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

In addition the DSL will consider if it is appropriate to share any information with the new school or college in advance of a child leaving.

On receiving a child protection file, the DSL will ensure that key staff are aware as required, including the SENCO.

Child protection files will otherwise be retained and disposed of in accordance with the School's policies concerning data protection and retention of records.

### **Prevent**

In accordance with the Prevent duty guidance for England and Wales and Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, July 2015) the Prevent Lead has, in addition the following responsibilities:

1. acting as the first point of contact for parents, pupils, teaching and non teaching staff and external agencies in all matters relating to the Prevent duty;
2. co-ordinating Prevent duty procedures in the School;
3. liaising with the local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and /or the police where indicated;
4. undergoing WRAP or other appropriate Prevent duty training;
5. maintaining ongoing training induction for all new employees and keeping records of staff training; and
6. monitoring and keeping, confidentially and storage of records in relation to Prevent duty.
- 7.

### **Looked after Children**

The DSL will take lead responsibility for pupils who are looked after children. Direct support will be delegated to the designated teacher for Looked after Children.

### **Training**

The DSL and the DDSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent Duty awareness training and will be updated at least every 2 years. In addition their knowledge and skills will be refreshed at regular intervals at least annually to allow them to understand and keep up with any developments relevant to their role so they:



- understand the assessment process for providing early Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the School's safeguarding and child protection policy and procedures and especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially data Protection Act 2018 and GDPR;
- understand the importance of information sharing both within School and with the Lincolnshire and Cambridgeshire and Peterborough Safeguarding Children Partnership Board, other agencies and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the School with regards to requirements of Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- can recognise the additional risks that children with SEN and disabilities face online, for example from online bullying, grooming, radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking into account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them; and
- are able to take lead responsibility for pupils who are looked after children.



## Appendix E

### Key Contacts

| Role   | Name             | Contact number | Email  |
|--|------------------|----------------|--|
| Designated Safeguarding Lead                         | Suzan Gray       | 01778 560350   | <a href="mailto:sgray@kirkstonehouseschool.co.uk">sgray@kirkstonehouseschool.co.uk</a><br><a href="mailto:pastoral@kirkstonehouseschool.co.uk">pastoral@kirkstonehouseschool.co.uk</a> |
| Deputy Designated Safeguarding Lead and Prevent Lead | Emma Wilson      | 01778 560350   | <a href="mailto:ewilson@kirkstonehouseschool.co.uk">ewilson@kirkstonehouseschool.co.uk</a>   |
| Headteacher  | Stuart Judge     | 01778 560350   | <a href="mailto:headteacher@kirkstonehouseschool.co.uk">headteacher@kirkstonehouseschool.co.uk</a>   |
| Advisory Board Safeguarding Manager                  | Dr. Bruce Ramsay |                | Please contact the main school office for contacts.  |
| Designated Teacher – Looked After Children           | Emma Wilson      | 01778 560350   | <a href="mailto:ewilson@kirkstonehouseschool.co.uk">ewilson@kirkstonehouseschool.co.uk</a>   |

### Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures <http://www.safeguardingcambspeterborough.org.uk/children-board/>

Education Safeguarding Team [ECPS.General@cambridgeshire.gov.uk](mailto:ECPS.General@cambridgeshire.gov.uk)

Police Child Abuse Investigation Unit Tel: 101

### Useful Contacts - Cambridgeshire

Education Safeguarding Manager – Sara Rogers [sara.rogers@cambridgeshire.gov.uk](mailto:sara.rogers@cambridgeshire.gov.uk)

Early Help Hub (EHH) Tel: 01480 376666

Customer Service Centre – social care referrals Tel: 0345 045 5203

Emergency Duty Team (out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO) Tel: 01223 727967  
[LADO@cambridgeshire.gov.uk](mailto:LADO@cambridgeshire.gov.uk)





Senior Education Adviser – Phil Nash

Tel: 01223 699448

### **Useful Contacts - Peterborough**

Education Safeguarding Lead – Sue Proffitt

[susan.proffitt@peterborough.gov.uk](mailto:susan.proffitt@peterborough.gov.uk)

Early Help

Tel: 01733 863649

Customer Service Centre – social care referrals

Tel: 01733 864180

Emergency Duty Team (out of hours)

Tel: 01733 234724

Local Authority Designated Officer  
(LADO)

Gisela Jarman  
Jane Bellamy

Tel: 01733 864038  
Tel: 01733 864790

### **Lincolnshire Contacts**

Local Authority Designated Officers (LADOs)      01522554674

Children's Safeguarding      01522782111

Lincolnshire Police Central Referral Unit      01522947352

### **Relevant Documents**

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2021)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexual violence and sexual harassment between children in schools and colleges” (September, 2021)



Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)



## **Appendix F**

### **Safeguarding and Covid-19**

The School has a Risk Assessment and protocols for dealing with the Covid-19 pandemic with the aim of always keeping children safe whether they are educated in School or remotely.

This is an appendix to the School's Safeguarding and Child Protection Policy which has regard to the DfE's guidance in:

'Actions for schools during coronavirus outbreak, Safeguarding and remote education during Coronavirus (Covid-19) and the statutory guidance 'Keeping Children Safe in Education' September 2021.

This annex includes the previous Covid-19 related Safeguarding arrangements in place from 08.03.2021.

The DSL, in collaboration with the School's Covid-19 Co-ordinator keeps the guidance under review. The School will ensure that all staff and volunteers are aware of this annex and future revisions.

#### **Arrangements in place to keep children safe who are not physically attending school:**

1. If pupils are not attending school because of Covid- related health advice, they will study and be supported on line. Pupils and parents have been issued with clear guidance about protocols for on-line learning for example behaviour and appropriate dress codes.

Vulnerable children and those with EHCPs will further receive 1-1 support by a designated member of staff. This is particularly important in supporting pupils' mental health and well-being as well as their learning.

Pupils for whom a previous or current Safeguarding concern has been raised will receive daily contact from their Form Tutor or Head of Pastoral Care and where there is absence from lessons, this will be followed up by direct contact and further referral to Children's Services as appropriate.

Staff understand that any concern about a child not physically in School must be reported to the DSL immediately following usual procedures and protocols in line with the School's Safeguarding and Child Protection policy.

If, for any reason the DSL or her Deputy is unavailable, staff will refer a Safeguarding concern directly to Children's Services.

The Proprietor is kept informed of any Safeguarding concern about a child who is not in physical attendance in School.



## **2. Elective Home Education**

Elective Home Education (EHE) The School will encourage parents to send their children to school. Should a parent wish to withdraw a child to educate them at home, the School will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in School. If staff feel there is additional cause for concern, they will follow the School's Safeguarding and Child Protection Policy and refer this to the DSL who will then consider making a referral to the local authority in line with existing procedures. This will be made as soon as the staff member becomes aware of an intention, or decision to home educate.

## **3. Arrangements for Following up on Non-Attendance**

School attendance will be mandatory from 8 March 2021 and from that point the usual rules on school attendance will apply. The School works closely with other professionals (if appropriate) to support the return to school.

## **4. Arrangements to Safeguard children present in School during lockdowns**

The School has a significant number of pupils with an EHCP who may, according to government guidance, attend School during periods of lockdown. In this case the DSL or her Deputy will be present on site every day. Staff will be instructed to follow usual safeguarding protocols and to report a concern or a low level concern in the usual way. The DSL and / or the Deputy will also be available by phone or on-line to meet with any staff about a safeguarding concern.

Staff understand that in the absence of the DSL or the Deputy due to unforeseen circumstances, any Safeguarding concern should be reported directly to Children's services. All staff have relevant contact details.

## **5. Whistle Blowing**

Staff will follow the School's Whistle Blowing and Low Level Concerns Policy.



## **Safeguarding Policy**

### **Appendix G**

#### **Staff Induction**

The Designated Safeguarding Lead will induct all new staff in a timely manner and ensure new staff:

- have Safeguarding training which is up to date reflecting latest guidance;
- know the identity and roles of the DSL and Deputy DSL;
- know how to report a safeguarding concern including Low Level concerns and that of peer on peer abuse;
- know how to access relevant forms and documentation and how to complete them;
- have read and understood all related policies which will include: The Safeguarding and Child Protection Policy; On-line Safety, Pupil Behaviour (which includes: measures to prevent bullying, including cyber-bullying, prejudice based and discriminatory bullying); CME and the Safeguarding response to this; Acceptable use of ICT and Pupils use of Social Media; Whistle Blowing.
- have read and understood the staff Code of Conduct which includes guidance on staff/pupil relationships;
- have had the opportunity to ask questions and to seek clarification if required.

The DSL will meet with new members of staff to go through the Induction process and in addition will send training resources and documents online. Signatures are required to confirm that all aspects of Induction have been carried out. The DSL will make it clear that she is always available to answer any queries in relation to Safeguarding and she will always inform staff if she is to be off site and the Deputy who will be available in her stead.

#### Documents

KCSIE Sept 2021 - Part 1, Annex B

Guidance for Safer Working Practice May 2019

Staff are required to sign to say that they have read and understood the above documentation.



## **Appendix H**

### **Low level Concern Policy**

#### **Aim**

Kirkstone House School prides itself on placing safeguarding at the forefront of everything we do. It is vital that everyone within the school community remembers that safeguarding is everyone's business and everyone's responsibility. It may be the case that an employee may suspect something is going wrong long before anyone else finds out about it: in the worst case, this may not be until an incident has happened or serious damage has been caused.

The purpose of this policy is to help to create and embed a culture of openness, trust and transparency. It is in place to enable all staff to share any concerns – no matter how small – about their own or another member of staff's behaviour with one of the school's Designated Safeguarding Leads.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed - a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place.

#### **Types of Behaviour**

Staff behaviour falls into one of three categories:

1. Allegation – where a staff member's behaviour meets harm thresholds
2. Low-level concerns – where there are concerns which do not meet harm thresholds
3. Appropriate behaviour – no concerns

This policy covers any potential low-level breaches of expected behaviour

#### **1. Allegation**

Behaviour which indicates that an adult who works with children has met the harm thresholds below:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or



- Behaved or may have behaved in a way that indicates they may not be suitable to work. with children.

Allegations that meet the harm thresholds outlined above will be dealt with in line with our Safeguarding Policy.

All employees have a duty to report serious concerns about the safety and welfare of pupils.

Concerns of this nature must be reported to the school's Headteacher.

If the concern is about the Headteacher, the concern must be raised directly with the LADO.

Behaviour which indicates that an adult who works with children has met the harm thresholds below:

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

### **Low Level Concerns Policy**

Whatever the reason, concerns of this nature must be reported. Failure to report a Child Protection related allegation will in itself be a disciplinary matter.

### **2. Low-level Concerns**

Any concern – no matter how small, even if no more than a 'nagging doubt' –that an adult may have acted in a manner which:

- Is not consistent with our Staff Code of Conduct, and/or;
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

A low-level concern is any concern about an adult's behaviour towards a child that does not meet the allegation threshold set out above, or is not otherwise serious enough to consider a referral to the LADO; it is important to remember that these concerns are in no way insignificant and will be treated seriously by the school. These concerns may arise from suspicion, a complaint, a disclosure made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks undertaken.

Employees should report any low-level concerns they have in line with the procedures outlined within this policy.





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

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- Using inappropriate sexualised, intimidating or offensive language.

### **3. Appropriate Behaviour**

Behaviour which is entirely consistent with Kirkstone House School's Staff Code of Conduct, and the law.

#### **Procedure**

How to raise a concern:

At Kirkstone House School, we encourage our staff to raise concerns, suspicions or uneasiness as soon as possible; the earlier a concern is expressed the easier and sooner action can be taken. Concerns may be shared verbally with the Headteacher in the first instance but will preferably be put in writing (see Appendix 1: Low Level Concerns form) outlining the context in which the low-level concern arose, and details which are chronological and as precise and accurate as possible. In the case of a verbal disclosure, the Headteacher will make a written record of what was discussed.

In the event that the Headteacher is unavailable, the concern should be raised with the school's Safeguarding Advisor, who will inform the Headteacher immediately on their return.

#### **Concerns**

Any concern – no matter how small, even if no more than a 'nagging doubt' –that an adult may have acted in a manner which:

- Is not consistent with our Staff Code of Conduct, and/or;
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

#### **Self-referral**

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



Self-reporting in these circumstances can be positive for a number of reasons:

- It is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity;
- It demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived;
- It is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

### **Supply agency or external contractors**

Where a low-level concern relates to a person employed by a supply agency or a contractor to work within School College, that concern should be shared with the Headteacher, and recorded in the same manner as other low-level concerns. In this event, their employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

### **Anonymity**

If the staff member who raises the concern does not wish to be named, then the school will make efforts to respect that as far as is practicable. There may be circumstances where the staff member will need to be named (for example, where it is necessary in order to carry out a fair disciplinary investigation) and, for this reason, anonymity will never be promised to members of staff who share low-level concerns.

### **Following actions:**

Once reported, the Headteacher will first ensure they have spoken directly to the person who raised this concern if it has only been raised in writing (unless it has been raised anonymously). They will then review the information and decide on a determination of whether the behaviour:

- Is entirely consistent with KHS's Staff Code of Conduct and the law;
- Constitutes a low-level concern;
- Is serious enough to consider a referral to the LADO, or;
- When considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO.

Where the Headteacher is in any doubt whatsoever, they will seek advice from the LADO.

In addition to the above, the Headteacher will speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO). They will ensure that they make appropriate records of:

- All internal conversations – including with the person who initially shared the low-level concern (where this has been possible), the adult about whom the concern has been shared (subject to the above), and any relevant witnesses;
- All external conversations – for example, with the LADO;
- Their determination of the behaviour as outlined above;
- The rationale for their decision;



- Any actions taken.

### **Outcome: Appropriate Behaviour**

If it is decided that the low-level concern in fact amounts to behaviour which is entirely consistent with our Staff Code of Conduct and the law, it will still be important for the Headteacher to inform the individual in question what was shared about their behaviour, and to give them an opportunity to respond to it. In addition, the Headteacher should speak to the person who shared the low-level concern to provide them with feedback about how and why the behaviour is consistent with the school's Staff Code of Conduct and the law; in some cases, it may be necessary to review the wording of the Staff Code of Conduct in the light of a raised concern.

### **Outcome: Low-level Concern**

If it is decided that the current concern is low-level, it will be responded to in a sensitive and proportionate way. Any investigation of low-level concerns will be done discreetly and on a need-to-know basis; the Headteacher may choose to delegate the investigation of such a concern to a member of the Senior Leadership Team. Most low-level concerns by their very nature are likely to be minor. Some will not give rise to any on-going concern and, accordingly, will not require any further action.

Others may be most appropriately dealt with by means of management guidance and/or training. In many cases, a low-level concern will simply require a conversation with the individual about whom the concern has been raised. Such conversations will include clarity as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question.

Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate.

Some low-level concerns may also raise issues of misconduct or poor performance.

The Headteacher will consider whether this is the case – taking into account any advice from the LADO, and consulting HR on a no-names basis where necessary – and, if so, to refer the matter to HR. Any such referral should be made by the Headteacher and not by individual staff members. It is essential that there is close liaison and appropriate information sharing between the Headteacher and HR, so that a holistic view of the individual can be taken. Where a low-level concern does not raise misconduct or poor performance issues, it will not be a matter for HR.

Some concerns may trigger the school's disciplinary, grievance or whistleblowing procedures. Advice may be sought from the LADO and/or HR if this is believed to be the case. If the school is then advised that the disciplinary procedure is triggered, we will ensure that the individual has a full opportunity to respond to any factual allegations which form the basis of a disciplinary case against them.



Please refer to our procedures listed above for further details.

### **Outcome: Allegation**

If it is decided that the current concern:

- In and of itself is sufficiently serious, then it should be referred to the LADO;
- When considered with any other low-level concerns that have been shared about the same individual, should be reclassified as an allegation, then the allegation should be dealt with in accordance with the school's Safeguarding Policy.

### **Following the outcome:**

#### **Record Keeping**

All written records will be kept in a secure folder held by the Headteacher. These records will be reviewed on an annual basis to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record of these reviews will be made and kept in the secure folder.

All records will be stored in line with our school's Data Protection Policy to ensure we are UK-GDPR compliant. Concerns about a member of staff will be retained at least until the individual ends their employment by the school.

### **References**

Low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.

### **Monitoring and Review**

The Headteacher will regularly inform the Advisory Board about the implementation of this policy and any evidence as to its effectiveness. Reference to it will be made in any safeguarding reports, and relevant data may be provided. On an annual basis, the Safeguarding Advisor will review an anonymised sample of low-level concerns, in order to ensure that these concerns have been responded to promptly and appropriately.

### **Policy Links**

This policy is to be read in conjunction with the following other policies and documents:

- Disciplinary Procedures
- Grievance Procedures
- Safeguarding and Child Protection Policy



- Staff Code of Conduct
- Whistleblowing Policy

Authorised by

A handwritten signature in black ink, appearing to read 'Stuart Judge', with a long horizontal stroke extending to the right.

Mr Stuart Judge

Headteacher

On behalf of the Proprietors & Advisory Board

Dated

Date of next review

September 2021

September 2022



## APPENDIX 1

### Low Level Concerns Form

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- Is not consistent with Kirkstone House School’s Staff Code of Conduct, and/or
- Relates to their conduct outside of work which, even if not linked to a particular act of omission, has caused a sense of unease about that adult’s suitability to work with children.

You should provide a concise record – including a brief context in which the low-level concern arose, and details which are chronological and as precise and accurate as possible – of any such concern and relevant incident(s).

Please use a separate sheet to continue on if necessary.

The record should be signed, timed and dated and handed to the Headteacher or Deputy Headteacher (or alternative member of the Senior Leadership Team if neither are available) as soon as possible.

|   |       |       |
|---|-------|-------|
| Name of person reporting:                               | Date: | Time: |
| Name of staff member concern is about:                  |       |       |
| Witnesses to what was said (if any):                    |       |       |
| Details of concern – i.e. what was said, done or heard? |       |       |
| Date(s) and time(s) observed or heard:                  |       |       |
| Signed:   |       |       |