



King's College School

Child Protection Policy

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Key Contacts

Designated Safeguarding Lead - Miss C Greenlaw Deputy Head (Pastoral) 01223 365814

Deputy Designated Safeguarding Lead Mrs Alison Gelling, Day Nurse 01223 365814

Designated Person and person responsible for child protection in the Early Years Foundation Stage setting – Miss Catriona Turner (Head of EYFS) 01223 365814

The **nominated Governor** is Mr Stuart Thackrah who can be contacted by email at cp-governor@kcs.cambs.sch.uk

Local Authority Designated Officer Telephone Number: - 01223 727967 or 01223 727968

Email: LADO@cambridgeshire.gov.uk

The telephone numbers of the Cambridgeshire County Council Children's Social Care Team are as follows:

0345 045 5203 Monday to Friday, 8am - 6pm

01733 234724 Outside the above hours and at weekends

E-mail: ReferralCentre.Children@cambridgeshire.gov.uk

If the above numbers fail to answer, dial 999 in emergency.

The following numbers may be useful for pupils:-

ChildLine 0800 1111

NSPCC 0808 800 5000

Counselling

Services Centre 33 01223 316488

Counselling referrals via the family GP

Advice and Support about Extremism

Key contacts within Cambridgeshire Police are:

Kevin Vanterpool kevin.vanterpool@cambs.pnn.police.uk

Matt Newman matt.newman@cambs.pnn.police.uk

Advice and Support for the Cambridgeshire Channel Project:

Steve Lodge steve.lodge@cambs.pnn.police.uk

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

FGM

Cambridgeshire Constabulary Child Abuse Investigation Unit

Monday to Friday 8.00am to 8.00pm Tel: 01480 847743

Saturday / Sunday 8.00am to 5pm

Bank Holidays 8am to 4pm

Cambridgeshire County Council Out of Hours Emergency Duty Team Tel: 01733 234724

The local police non-emergency contact number for FGM reporting is 101.

Multi Agency Safeguarding Hub (MASH)

Tel: 01480 847743

Email: mash.cp@cambs.pnn.police.uk

Advice and Support about Extremism

The **NSPCC whistleblowing helpline** can be contacted on:

National Society for the Prevention of Cruelty to Children (NSPCC)

Weston House

42 Curtain Road

London

EC2A 3NH

Tel: 0800 028 0285

Email: help@nspcc.org.uk

1 Policy statement

- 1.1 This policy has regard to the following guidance and advice:
- 1.1.1 Keeping Children Safe in Education 2016 (KCSIE);
 - 1.1.2 Working Together to Safeguard Children March 2015 (WT);
 - 1.1.3 Disqualification under the Childcare Act 2006 (2016);
 - 1.1.4 Prevent Duty Guidance for England and Wales (2015);
 - 1.1.5 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015);
 - 1.1.6 Multi-agency statutory guidance on FGM (2016);
 - 1.1.7 UK Council for Child Internet Safety Guidance: Sexting in Schools and Colleges (2016);
 - 1.1.8 What to do if you're worried a child is being abused: advice for practitioners (2015);
 - 1.1.9 Information sharing: advice for practitioners providing safeguarding services (2015);
 - 1.1.10 Children missing education (2016); and
 - 1.1.11 Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017).
- 1.2 This policy has been authorised by the Governors, is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It applies wherever staff, Governors or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. It is a whole school policy and applies to the Early Years Foundation Stage (EYFS) provision.
- 1.3 Every pupil should feel safe and protected from any form of abuse and neglect (see Appendix 1 for types and signs of abuse). Some pupils may be in need of additional support even though they may not be deemed at risk of harm – such pupils are classified as ‘children in need’. The School seeks to provide for these children through the pastoral structure – starting with the pupil’s tutor - and the early help process.
- 1.4 King's College School, Cambridge (“the **School**”) is committed to safeguarding and promoting the welfare of children and young people and expects all staff, Governors and volunteers to share this commitment. The School will:
- ensure that we practise Safer Recruitment in checking the suitability of staff, Governors and volunteers, including staff employed by another organisation, to work with children and young people in accordance with the guidance given in KCSIE, WT, the Education (Independent School Standards) (England) Regulations 2014 (SI 2014/3283), the National Minimum Standards for Boarding Schools and the Statutory Framework for the Early Years Foundation Stage including ensuring appropriate DBS and references checks are undertaken according to the government regulations and in line with the School’s Recruitment Policy

- ensure that all staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) sign a self declaration form to confirm that they are not “disqualified by association”. Please see Appendix 4 and the School's separate Safer Recruitment Policy for further details
- ensure that the School maintains a Single Central Register of Appointment for all staff and a separate record for all volunteers
- contact previous education settings of children to request that any child protection records are passed on to the School
- follow the local inter-agency procedures of the Cambridgeshire Safeguarding Children Board
- protect each pupil from any form of abuse, whether from an adult or another pupil
- be alert to signs of abuse both in the School and from outside
- deal appropriately with every suspicion or complaint of abuse
- design and operate procedures which promote this policy
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- support children who have been abused in accordance with his / her agreed child protection plan
- be alert to the medical needs of children with medical conditions
- operate robust and sensible health & safety procedures
- take all practicable steps to ensure that School premises are as secure as circumstances permit
- operate clear and supportive policies on drugs, alcohol and substance misuse
- teach pupils about safeguarding, for example through use of online resources and through the curriculum and PSHE
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area.

1.5 **Related policies**

1.5.1 The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:

- (a) Staff Code of Conduct
- (b) Safer Recruitment Policy
- (c) Missing Pupil Policy
- (d) Anti-bullying Policy
- (e) Policy on the Restraint of Pupils
- (f) Policy for the Acceptable use of Mobile Devices for Pupils
- (g) Pupil Acceptable Use of ICT Policy
- (h) SEN Policy
- (i) Health and Safety Policy

- (j) Policy on Educational Visits
- (k) Policy on the administration of medicines and supporting pupils with medical conditions
- (l) Risk Assessment Policy for Pupil Welfare

1.5.2 These policies and procedures are available to staff on the School's intranet and hard copies are available on request.

2 The Designated Safeguarding Lead and Designated Persons

- 2.1 The School's Governing Body has appointed the Deputy Head (Pastoral) as the **Designated Safeguarding Lead (DSL)** to take lead responsibility for safeguarding and child protection. The DSL shall be given the time, funding, training resources and support to enable him/her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and / or to support other staff to do so - and to contribute to the assessment of children. The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation.
- 2.2 The School's Day Nurse has been appointed as the **Deputy DSL** who will carry out the activities of the DSL if he / she is unavailable. The DSL, Deputy DSL and Designated Person, are known collectively as **Designated Persons** (see Key contacts on page 2 for contact details). Parents are welcome to approach a DSL if they have any concerns about the welfare of any child in the School, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's form teacher or the Head who will notify the DSL in accordance with these procedures.
- 2.3 The main responsibilities of the DSL are set out in Appendix 2.
- 2.4 If the DSL is unavailable, his /her activities will be carried out by the Deputy DSL. In this policy, reference to the DSL includes the Designated Persons where the DSL is unavailable.
- 2.5 The DSL, Deputy DSL and Designated Person may be contacted on their mobile telephones in relation to any safeguarding concerns out of School hours.

3 Definition of Safeguarding

- 3.1 Safeguarding and promoting the welfare of children means (as set out in KCSIE):
- Protecting children from maltreatment;
 - Preventing impairment of children's health or development;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children have the best outcomes.

4 Types of abuse

- 4.1 Abuse can be:
- physical abuse;

- emotional abuse;
- sexual abuse;
- neglect.

Please see Appendix 1 for explanations of the types of abuse and possible signs of abuse together with details about specific safeguarding issues. The child protection training provided to staff considers the types and signs of abuse staff should be aware of.

5 Duty of employees, Governors and volunteers

5.1 Every full time and part time, permanent and temporary employee and governor of the School as well as every volunteer member of staff who assists the School are under a general legal duty:

- to protect children from abuse
- to be aware of the School's child protection procedures in this policy and guidance issued by the School and to follow them
- to know how to access and implement these procedures, independently if necessary
- to keep a sufficient record of any concerns, discussions and decisions in accordance with this policy
- to report any matters of concern in accordance with this policy without investigating further.

See Appendix 4 for details about staff obligations under the Childcare (Disqualification) Regulations 2009.

5.2 The School recognizes its duties to children in need and children at risk of harm.

5.3 The Governors ensure that:

- 5.3.1 there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- 5.3.2 the School's safeguarding arrangements take into account the procedures and practices of the Cambridgeshire Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document; and
- 5.3.3 the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.

5.4 The Governors have nominated one of its members to take leadership responsibility for the School's safeguarding arrangements. See Key Contacts for contact details.

5.5 A designated teacher will be appointed by the Governors to promote the educational achievement of children who are looked after. The Governors will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular they will ensure that the information they need in relation to the child's looked after status, his / her care arrangements and the levels of authority delegated to the carer by the authority looking after him / her is made available to them.

5.6 The Head will ensure that the policies and procedures adopted by the School Governors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

5.7 Training

All training will be carried out in accordance with Cambridgeshire Safeguarding Children Board procedures.

5.7.1 Induction

All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- this policy
- the Staff Handbook (including whistleblowing policy and acceptable use of IT and social media policies)
- the Staff Code of Conduct (which gives guidance to staff/volunteers/peripatetic staff to enable them to make sure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example conveying a pupil by car, engagement in inappropriate electronic communication with a pupil, and so on))
- the identity and contact details of the Designated Persons
- a copy of Part 1 and, where appropriate, Annex A of KCSIE
- Guidance for safer working practice for those working with children and young people in education settings October 2015
- appropriate Prevent training.

5.7.2 Child protection training

All staff, including the Head, will receive a copy of this policy, Part 1 and, where appropriate, Annex A of KCSIE and Guidance for safer working practice for those working with children and young people in education settings October 2015 and will be required to confirm that they have read and understand these.

The Head, all staff members and the Governors will undertake appropriate child protection training which will be updated every year, and following consultation with the Local Safeguarding Children Board (LSCB). In addition, all staff members will receive safeguarding and child protection updates via e-mail, e-bulletins and staff meetings on a regular basis and at least annually.

All members of the Senior Management Team and Designated Persons will undertake the online general awareness training module on Channel. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Staff development training will also include training on online safety. Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyber bullying and mental health.

The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings and professional development reviews.

5.7.3 DSL and Designated Persons

The DSL and Designated Persons will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two 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. For further details about the training of the DSL, see Appendix 2.

5.7.4 Teaching pupils about safeguarding

The School teaches pupils about safeguarding through the curriculum and PSHE, including guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, and providing information about who they should turn to for help.

The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place and is mindful that this should not lead to unnecessary restrictions on learning.

6 Procedures

6.1 Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

6.2 Staff members working with children should maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the best interests of the pupil. If staff are ever unsure, they must always speak to the DSL.

6.3 Guidance for staff suspecting or hearing a complaint of abuse:

If a member of staff is concerned that a pupil may be suffering harm or is at risk of suffering harm, the matter should be referred to the appropriate person in accordance with these procedures. If a member of staff suspects or hears a complaint of abuse or neglect he / she:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
- must not ask leading questions, that is, a question which suggests its own answer
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the appropriate person so that the correct action is taken
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the appropriate person in accordance with these procedures as soon as possible.

6.4 All evidence, for example, scribbled notes, mobile devices containing text messages, clothing, or computers, must be safeguarded and preserved and passed on when reporting the matter in accordance with these procedures.

6.5 Reporting

6.5.1 Early help

The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Cambridgeshire Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

6.5.2 **Concerns about a pupil's welfare**

If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See 6.7 below and Appendix 3 for the procedures for dealing with allegations against staff and volunteers.

On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Cambridgeshire Safeguarding Children Board referral threshold document. Such action may include early help or a referral to children's social care.

If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

6.5.3 **If a child is in immediate danger or at risk of harm**

If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.

Anybody can make a referral in these circumstances. See section 6.6 below for details on making a referral.

If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

6.5.4 **Female genital mutilation**

Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See Appendix 1 for further information about FGM and this reporting duty.

6.6 Making a referral

The relevant contact information is set out at the front of this Policy. If the referral is made by telephone, this should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

In the case of a 'Prevent' referral being required, the Prevent Lead (Miss C Greenlaw, who is also the School's DSL) will make a referral to the Multi-Agency Safeguarding Hub (MASH).

6.7 **Allegations against staff or volunteers:** The School has procedures for dealing with allegations against staff and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 3 and follow Part 4 of KCSIE.

The child protection officer appointed by Social Services, and the LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria set out in Appendix 3 or that are made directly with the police.

6.8 **Staff guidance:** Detailed guidance is given to staff to enable them to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Code of Conduct and the Guidance for safer working practice for those working with children and young people in education settings September 2015, which is given to all staff and they sign that they have read it and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

6.9 **Whistleblowing:** Staff and volunteers should also feel able to follow the School's separate whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

6.10 Allegations against pupils

The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.

Examples of behaviour by a pupil which may raise safeguarding concerns may include:

- violence, including gender based violence;
- threatening or intimidating behaviour;
- blackmail;
- misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;

- sexting (see Appendix 1 and the School's Policy for the Acceptable Use of Mobile Devices for Pupils for the School's approach to sexting);
- encouraging others to engage in inappropriate sexual behaviour;
- any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- bullying, including cyberbullying.

The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk including risks arising from behaviour in boarding houses.

Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

Allegations against pupils should be reported in accordance with the procedures set out in this Policy. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will, subject to the advice of children's social care, inform parents as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

6.11 **Missing child procedures:** All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from the School. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the School's separate Missing Child Policy for further details.

6.12 **Children missing from education**

The School recognises that a child going missing from education is a potential indicator of abuse or neglect. The procedures in this policy will be followed when dealing with children who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risks of them going missing in the future. Where a child is going to be deleted from the pupil roll, the School will inform the local authority in applicable circumstances.

6.13 **Boarders:** Boarders have access to an independent listener and are provided with a range of helplines and contact numbers, including the Children's Commissioner, to ring in case of problems or

distress. These are provided in the Pupil's complaint policy which is posted on the Boarding House noticeboard.

- 6.14 **Informing parents:** Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when a Designated Person will need to consult the LADO, children's services, the police and / or the Head before discussing details with parents. See also Appendix 3 for details about the disclosure of information where an allegation has been made against a member of staff or volunteer at the School. In all cases, the DSL will be guided by the Cambridgeshire Safeguarding Children Board referral threshold document.

7 Secure school premises

- 7.1 **School premises:** The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.
- 7.2 **Visitors book:** The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.
- 7.3 **Boarding House:** All visitors to the Boarding House must sign in during the normal School day in accordance with clause 7.2 above, and outside of the normal School day must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit. Visitors to the Boarding House for the avoidance of doubt does not include parents, legal guardians or education guardians of boarders. Such persons are not required to sign in as a visitor but are expected to notify the Housemaster or member of staff on duty that they are visiting. They are not required to be kept under staff supervision during their visits, unless a court order requires such supervision. Parents of boarders must respect the visiting times as set out by the Housemaster from time to time.
- 7.4 **Use of cameras and mobile phones in the EYFS setting:**
- 7.4.1. **Staff:** All mobile devices are to be switched off or set to silent mode and kept out of sight during any contact time with the children EXCEPT when a member of staff is on duty, in which case they should carry their mobile device with them in the event of needing to summon assistance. Use of personal mobile phones, cameras or other personal mobile devices for taking photographs of the children is strictly forbidden – the School provides cameras for taking photographs of the children.
- 7.4.2 **Children:** Please see the School's separate Policy for the Acceptable Use of Mobile Devices for Pupils which includes guidance on the use of cameras and mobile phones in the EYFS setting.
- 7.4.3 **Parents:** Parents may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

8 Confidentiality and information sharing

- 8.1 **Confidentiality and information sharing:** All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. The DSL will open a child protection file following a report to him / her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

- 8.2 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will consult with the LADO and the police and children's social care where appropriate, to agree the information to be disclosed to them. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of WT (details below), the Prevent Duty Guidance for England and Wales and the Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism.

<https://www.gov.uk/government/publications/working-togetherto-safeguard=children--2>

See also 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers', DfE 2015

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)

- 8.3 **Allegations against staff:** Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and social services to agree the information that should be disclosed and to whom.

9 Monitoring and review

- 9.1 The DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.
- 9.2 Any child protection incidents at the School will be followed by a review of these procedures by the DSL and a report made to the School Governors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
- 9.3 The School Governors will require the DSL to undertake a review of this policy and the School's safeguarding procedures annually, working with the Governor responsible for Child Protection. This will include an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working and a report commissioned by the Governors will be prepared which will address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.
- 9.4 The Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO. The full Governing Body will review the report, this Policy and the implementation of its procedures, including good cooperation with local agencies, and consider the proposed amendments to the Policy, from both the DSL and its own members, before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.
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Friday 2nd March 2018

Rev'd Dr Stephen Cherry

King's College Cambridge
Chair of Governors

Appendix 1 Types and signs of abuse and specific safeguarding issues

Types of abuse

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

Part 1 of KCSIE defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Signs of abuse

Possible signs of abuse include (but are not limited to):

- the pupil says s/he has been abused or asks a question or makes a comment which gives rise to that inference

- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden or significant change in the pupil's behaviour
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the pupil's development is delayed
- the pupil loses or gains weight
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed
- the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers
- the pupil runs away or goes missing (please see the separate policy on Missing Child Policy)
- The Cambridgeshire Safeguarding Children Board can provide advice on the signs of abuse and the DfE Advice "what to do if you're worried a child is being abused (March 2015)" provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

Specific safeguarding issues

KCSIE acknowledges the following as specific safeguarding issues:

- Bullying including cyber bullying
- Children missing from education (see below)
- Children missing from home or care
- Child sexual exploitation (see below)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (see below)
- Forced marriage (see below)
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation (see below)
- Relationship abuse
- Sexting (see below)
- Trafficking

Children missing from education

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register *at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended)*.

This will assist the local authority to::

- (a) fulfil its duty to identify children of compulsory school age who are missing from education; and

- (b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

The School shall inform the applicable local authority of any pupil who:

- (a) fails to attend School regularly; or
- (b) has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his / her welfare.

Child Sexual Exploitation

Child sexual exploitation is a form of 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.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi-agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools).

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions.

Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance [Mandatory Reporting of Female Genital Mutilation - procedural information](#) for further details about the duty.

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

Forced marriage

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

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

Staff should speak to the DSL if they have any concerns. Pages 32-36 of the [Multi-agency guidelines: Handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or fm@fco.gov.uk for advice and information.

Radicalisation and the Prevent Duty

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

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

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe places in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political views.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. The Channel is a programme which focuses on providing support at an early stage to people who are

identified a being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty are:-

Department of Education: 020 7340 7264 and by email: counter.extremism@education.gsi.gov.uk

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harm (eg drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Sexting

"Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

- (a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
- (b) it is necessary to report the image to a website or agency to have it taken down; or
- (c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

Where an image must be viewed:

- (a) viewing should take place on School premises wherever possible;
- (b) the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
- (c) a senior member of staff should be present to monitor and support the person viewing the image. This member of staff does not need to view the image;
- (d) full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
- (e) any member of staff who views an indecent image should be given appropriate support.

If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option

is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

Where a pupil receives unwanted images, the School should advise the pupil and [his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

The UK Council for Child Internet Safety's advice note [Sexting in schools and colleges: responding to incidents and safeguarding young people \(August 2016\)](#) contains details of support agencies and provides further information for schools on how to responding to incidents of sexting.

The College of Policing has also produced a briefing note [Police action in response to youth produced sexual imagery \("sexting"\) \(November 2016\)](#) which provides information on how police forces treat instances of sexting by young persons

Special educational needs and disabilities

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- (a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- (b) pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- (c) there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Appendix 2 DSL

In accordance with Annex B of Keeping children safe in education, the main responsibilities of the DSL are:

Managing referrals

The DSL is expected to:

- (a) refer cases of suspected abuse to children's social care as required;
- (b) support staff who make referrals to the local authority children's social care;
- (c) refer cases to the Channel programme where there is a radicalisation concern as required;
- (d) support staff who make referrals to the Channel programme;
- (e) refer cases where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child to the Disclosure and Barring Service as required;
- (f) refer cases where a crime may have been committed to the Police as required.

Working with others

- (a) Liaising with the Head in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.
- (b) As required, liaise with the Case Manager (see Appendix 3) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- (c) Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Raise awareness

- (a) The DSL should ensure this Policy is known, understood and used appropriately.
- (b) Ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed at least annually and is up to date and liaise with the Head and Governors regarding this.
- (b) Ensure this Policy is available publicly.
- (c) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- (d) Maintain links with the Cambridgeshire Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.

Child protection file

- (a) Where children leave the School ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file. The DSL is responsible for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school or college.

Preventing radicalisation

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL has the following responsibilities:

- (a) acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- (b) co-ordinating Prevent Duty procedures in the School;
- (c) undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (**WRAP**) training;
- (d) undergoing appropriate training on the Channel programme;
- (e) assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers;
- (f) maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees and keeping records of staff training;
- (g) monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty;
- (h) liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.
- (i) Protecting children from the risk of radicalisation
- (j) To undertake Prevent duty training
- (k) To manage referrals to the Multi-Agency Safeguarding Hub (MASH).
- (l) To train staff in prevent awareness to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- (m) To put in place an action plan which identifies staff training needs; assess the risk of children being drawn into terrorism; prohibits extremist speakers and events in school; the importance of working with existing local partnership arrangements in exercising its Prevent duty; staff training; ensuring that children are safe from terrorist and extremist material when accessing the internet in schools; building children's resilience to radicalisation.
- (n) Maintain records of visiting speakers

Training

The DSL and other Designated Persons have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two 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:

- (a) understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- (b) 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;
- (c) ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;

- (d) are alert to the specific needs of children in need, those with special educational needs and young carers;
- (e) are able to keep detailed, accurate, secure written records of concerns and referrals;
- (f) understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- (g) obtain access to resources and attend any relevant or refresher training courses;
- (h) encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Appendix 3

Reporting allegations against teachers, the Head, Governors, volunteers and other staff

The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers for false or unfounded allegations. These procedures will be used where the member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; 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 works regularly or closely with children.

Any allegations not meeting this criteria will be dealt with in accordance with the Cambridgeshire Safeguarding Children Board's procedures. Advice from the LADO will be sought in borderline cases.

All such allegations must be dealt with as a priority without delay. The LADO 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 set out above. These procedures will be applied with common sense and judgement.

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

Reporting an allegation against staff or volunteers

The reporting requirements for allegations against a teacher, the Head, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his / her concerns with the DSL and making a referral via him / her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL

Allegations against staff: Where an allegation or complaint is made against a Designated Person or any other member of staff, governor or a volunteer, the matter should be reported immediately to the Head or in his absence the Chair of Governors. Where appropriate, the Head will consult with a Designated Person and all allegations will be discussed with the LADO before further action is taken.

Allegations against the Head: Where an allegation or complaint is made against the Head, the person receiving the allegation should immediately inform the Chair of Governors, or in his / her absence the Deputy Chair, without first notifying the Head. Again, any such allegations will be discussed with the LADO before further action is taken.

If it is not possible to report to the Head or Chair of Governors in the circumstances set out above, a report should be made immediately to the DSL or in his / her absence another of the Designated Persons. The Designated Person will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors.

The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

Disclosure of information: The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will 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.

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

Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

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 a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

Ceasing to use staff

If the School ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the DBS will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff (or a Governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to DBS will be made promptly if the criteria for a referral are met.

Separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made where a teacher has been dismissed, or would have been dismissed had he / she 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.

Malicious allegations

Where an allegation by a pupil is shown by the multi-agency investigations to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with

the School's Policy for Good Discipline. Where parents are dissatisfied with the procedures followed or decision of another agency, they should invoke that agency's complaints procedure as appropriate.

Where an allegation by a parent has been shown by the multi-agency investigations to have been deliberately invented or been a malicious allegation the Head will consider (in accordance with the School's terms and conditions) 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. Where parents are dissatisfied with the procedures followed or decision of another agency, they should invoke that agency's complaints procedure as appropriate.

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

Record keeping

Allegations that are 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 so long as reasonably required.

Appendix 4

Childcare Disqualification

All staff in our School are required to notify the School immediately if they are any reasons why they should not be working with children. The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Compliance Officer immediately.

In addition, the Childcare Act 2006 (Act) and the Childcare (Disqualification) Regulations 2009 (Regulations) state that it is an offence for the School to employ anyone in connection with our early years provision (EYP) or later years provision (LYP) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP. The School complies with the statutory guidance Disqualification under the Childcare Act 2006 (DUCA).

Definitions

- EYP includes usual school activities and any other supervised activity for a child up to 1 September after the child's 5th birthday, which takes place on the school premises during or outside of the normal school day;
- LYP includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.

DUCA states that only those individuals who are employed directly to provide childcare are covered by the Regulations. "Childcare" means any form of care for a child, which includes education and any other supervised activity for a child who is aged 5 or under. "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.

Relevant roles

Roles which will be covered by the Regulations are teaching and teaching assistant positions in EYP, and those which involve the supervision of under 8s in LYP. Those who are directly involved in the management of EYP and LYP include the Head, and may also include other members of the leadership team as well as those involved in the day to day management of EYP or LYP at the School. DUCA contains an express statement that cleaners, drivers, transport escorts, catering and office staff are not covered by the Regulations.

Some roles at the School may involve the provision of childcare in EYP or LYP on an occasional basis. They will not automatically be within the scope of the Regulations and the School will therefore consider whether they do on a case by case basis. The Regulations only apply to a limited number of roles within the School but do extend beyond employees to Governors and volunteers who carry out relevant work in EYP or LYP.

Grounds for disqualification

The grounds on criteria for which a person will be disqualified from working in connection with EYP or LYP are set out in the Regulations. They are not only that a person is barred from working with children (by inclusion on the Children's Barred List) but also include:

- having been cautioned (after 6 April 2007) for, or convicted of, certain criminal offences including violent and sexual criminal offences against children and adults whether committed in the United Kingdom or overseas;
- various grounds relating to the care of children, including where an order is made in respect of a child under the person's care;
- having been refused registration for the provision of childcare (including nurseries, day care and child minding or other childcare), having been disqualified from any such registration or having had that registration cancelled;
- having been refused an application for registration of a children's home or having had any such registration cancelled;
- having been prohibited, restricted or disqualified from private fostering; or
- living in the same household as another person who is disqualified from EYP or LYP, or living in a household where a disqualified person is employed (disqualification by association). A household is deemed to cover anyone sharing "living space", including the use of a shared kitchen.

Self-Declaration Form

All employees and applicants who do or will carry out a relevant role in EYP or LYP will be required to complete a Self-Declaration Form confirming whether they, or anyone in their household, meet any of the criteria for disqualification under the Regulations. The School will decide whether a role is relevant and within the scope of EYP or LYP by having regard to the guidance in DUCA. Employment with the School in any relevant role is conditional upon completion of the Self-Declaration Form and upon the applicant not being disqualified.

The School cannot permit any person who is currently disqualified to work in a relevant role. The School also reserves the right at its absolute discretion to withdraw an offer of employment if, in the opinion of the School, any information disclosed in the Self-Declaration Form renders that person unsuitable to work at the School.

Employees or applicants who have any criminal records information to disclose about themselves, or anyone in their household, must also provide the following information:

- details of the order, restriction, conviction or caution and the date that this was made;
- the relevant court or body and the sentence, if any, which was imposed; and
- a copy of the relevant order or conviction.

Employees and applicants are not required to disclose a caution or conviction for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules. Employees and applicants must not ask for information about spent convictions from any member of their household.

For the avoidance of doubt the School does not require employees or applicants to request any criminal records information directly from the DBS. The School only requires them to provide relevant information about themselves and members of their household "to the best of their knowledge".

Waiver of a disqualification

A person who discloses information which appears to disqualify them from working in a relevant role may apply to Ofsted for a waiver of the disqualification. In the case of applicants, the School may withdraw an offer of employment at its absolute discretion and is under no obligation to await the outcome of an Ofsted waiver application. If a waiver application is rejected the School will withdraw the conditional offer of employment.

Retention of disqualification information

The School will securely destroy any information which is provided by an employee or applicant which is not relevant to the childcare disqualification requirements as soon as it is established that it is not relevant. Where a person appointed to a role at the School is found to be disqualified the School will retain any relevant information only for the period it takes for a waiver application to be heard and the decision communicated to the School, after which it will be securely destroyed.

Continuing duty to disclose change in circumstances

After making this declaration staff in a relevant role are under an on-going duty to inform the School if their circumstances change in a way which would mean they subsequently meet any of the criteria for disqualification. Any failure to disclose relevant information now, or of a future change in circumstances, will be treated as a serious disciplinary matter and may lead to the withdrawal of a job offer or dismissal for gross misconduct.