

Kings Safeguarding and Child Protection Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Coordinator	Nominated Director	Chair of Board of Directors
WELFARE OFFICER (as Designated Safeguarding Lead) Kings Bournemouth: LEXI DYER Kings London: MARGHARITA LEONARD Kings Oxford: GERDA LYSLEY	DIRECTOR OF COLLEGE SERVICES	NIGEL PAMPLIN

We have a statutory duty to safeguard and promote the welfare of children as described in section 7 of the Education (Independent School Standards) (England) Regulations 2014 and that we have due regard to the guidance 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)' as the safety and protection of children is of paramount importance to everyone in this school.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

Kings believes that all students deserve the opportunity to achieve their full potential and the purpose of all intervention is to safeguard and promote the welfare of the student. Although the policy refers to 'children', we believe that protection of all young people is paramount. This is particularly true as all Kings students are away from their home environments and may be emotionally vulnerable. For those staff who engage with students who are from cultures different to those of the professionals, assumption and stereotyping must not be part of our practice and every effort must be made to ensure that cultural issues are understood and that each individual case is dealt with on its own merits.

We want all our students to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional wellbeing;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of students is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children and young people is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We are aware that sexual exploitation 'can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child

trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

We are aware that female genital mutilation (FGM) is a form of child abuse and violence against women and affects girls particularly from north African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the Designated Safeguarding Lead who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent).

We are aware that privately fostered children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

Every Kings college has appointed the Welfare Officer as a Designated Safeguarding Lead. All school personnel should be aware of who this person is and what their role is. The Designated Safeguarding Lead should act as a source of advice and co-ordinate action within the school over cases of abuse. The Designated Safeguarding Lead will work closely with the Deputy Designated Lead and Principal within the school. The names of those appointed as Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are listed in this policy. They will need to liaise with all agencies and build a good working relationship with colleagues from these agencies.

The Designated Safeguarding Lead should possess skills in recognising and dealing with child welfare concerns, and Child Protection Training (advanced) and support should be given. The Designated Safeguarding Lead should be the first person to whom education staff report cases. It is then the responsibility of the Designated Safeguarding Lead to discuss the situation with the relevant members of staff and the relevant agencies. The Designated Safeguarding Lead will appoint a Deputy Designated Safeguarding Lead and should have arrangements in place for when the Designated Safeguarding Lead is absent.

The DfE has clear guidelines on what schools, Governing Bodies and Local Education Authorities (LAs) should do if they suspect that a child has been abused or assaulted. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by their Local Safeguarding Children Board (LSCB).

The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local LSCB and LA. They must also be able to deal with allegations made against members of staff.

We will inform the Local Authority Designated Officer of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip students with the necessary skills and awareness to stay safe from abuse.

We are committed in establishing and maintaining procedures for safer recruitment and sound working relationships with parents, agents, guardians and support agencies.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

We believe this policy relates to the following legislation (click on the link below to access information):

- [Children Act 1989](#)
- [Police Act 1997](#)
- [Police Act 1997 \(Criminal Records\) Regulations 2002](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [Children Act 2004](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Children and Young Persons Act 2008](#)
- [Police Act 1997 \(Criminal Records\) \(No. 2\) Regulations 2009](#)
- [Equality Act 2010](#)
- [Protection of Freedoms Act 2012](#)
- [Childcare \(Disqualification\) Regulations 2009](#)
- [Sexual Offences Act 2003](#)
- [Counter Terrorism and Security Act 2015](#)
- [FGM Act 2003](#)

The following documentation and online guidance is also related to this policy (click on the link below to access information):

- [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges \(DfE\)](#)
- [Working together to safeguard children \(DfE\)](#)
- [Mental Health and Behaviour in Schools: Departmental Advice \(DfE\)](#)
- [What to do if you're worried a child is being abused \(HM Government\)](#)
- [Information Sharing 2015: advice for practitioners providing safeguarding services \(HM Government\)](#)
- [Prevent Duty Guidance \(HM Gov\)](#)
- [Protecting children from radicalisation: the prevent duty \(DfE\)](#)
- [Preventing extremism in schools and children's services \(DfE\)](#)
- [SMSC requirements for independent schools \(DfE\)](#)
- [What to do if you suspect a child is being sexually exploited \(DfE\)](#)

Aims



We aim:

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- To have in place the appropriate personnel to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse
- To ensure all school personnel know the names of the Designated Safeguarding Lead and associated staff such as the Deputy Designated Safeguarding Lead
- to organise and update training regularly to maintain the level and practice of Safeguarding in our schools
- to be aware of the Local Children’s Safeguarding Board and refer to them if required for training and advice as and when necessary
- To create and provide a learning environment that is safe, secure, warm and welcoming for students combined with sound security systems and procedures.
- To establish and maintain an ethos where students, parents, agents, guardians and host carers feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents, agents, guardians and support agencies.
- To work with other schools to share good practice in order to improve this policy.

Procedure

<p>Role of the Board of Directors</p>	<p>The Board:</p> <ul style="list-style-type: none"> ▪ has appointed the Welfare Officer to act as the Designated Safeguarding Lead for child protection; ▪ has nominated the Principal to liaise with the Designated Safeguarding Lead; ▪ nominated the Director of College Services to visit the school regularly, to liaise with the Principal and Designated Safeguarding Lead and to report back to the Board of Directors; ▪ has delegated powers and responsibilities to the Principal and Welfare Officer to ensure everyone connected with the school is aware of and complies with this policy, including being aware of the names of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads; ▪ has in place safe recruitment procedures; ▪ has in place procedures to deal with allegations of abuse against members of staff and volunteers; ▪ has nominated the Principal and Welfare Officer (as Designated Safeguarding Lead) to undertake appropriate training about the ways of safeguarding students; ▪ will annually review all child protection and safeguarding policies and procedures; ▪ has responsibility for the effective implementation, monitoring and evaluation of this policy
<p>Role of the Principal</p>	<p>The Principal will:</p> <ul style="list-style-type: none"> ▪ ensure the implementation of this policy; ▪ nominate the Welfare Officer as Designated Safeguarding Lead and ensure that he/she is aware of his/her responsibilities; ▪ nominate a Deputy Designated Safeguarding Lead and ensure that he/she is aware of his/her responsibilities; ▪ work closely with the Designated Safeguarding Lead and Safeguarding Committee on child protection; ▪ ensure everyone connected with the school is aware of this policy, including host carers; ▪ ensure all staff are aware of and comply with the Staff Code of Conduct (appendix E) ▪ ensure students and staff are aware of the rules and arrangements for under 18s (appendix F) ▪ ensure a Welfare Risk Assessment is conducted by the Welfare Officer, which outlines procedures in place to minimise risk to under 18s in a mixed age



	<p>environment and additional welfare provision in place for all students – this should be conducted for both the school and any residential accommodation;</p> <ul style="list-style-type: none"> ▪ ensure adequate resources exist for the Designated Safeguarding Lead to undertake his/her role; ▪ undertake training in safeguarding and child protection, including how to identify abuse and when/how to report a concern; ▪ ensure all safeguarding policies and procedures are fully implemented; ▪ ensure enhanced DBS checks (including Barred List checks) are undertaken for everyone working with children in the school; ▪ provide counselling to school personnel, should they be affected by an incident; ▪ establish links with appropriate external agencies such as Social Care, Local Authority, Local Safeguarding Children Board (LSCB); ▪ keep up-to-date will all new guidance on safeguarding children; ▪ ensure all cases of suspected or actual problems associated with child protection are investigated and dealt with effectively; ▪ provide counselling if necessary for any affected school personnel; ▪ ensure appropriate training is provided for all school personnel, host carers and Directors and include training as part of staff and host carer induction; ▪ ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures; ▪ monitor the effectiveness of this policy; ▪ meet annually with the Director of College Services and Designated Safeguarding Lead to review the effectiveness of the policy; ▪ with the Designated Safeguarding Lead, consult the Student Forum/Council for feedback on this policy
<p>Role of the Welfare Officer as Designated Safeguarding Lead</p>	<p>The Welfare Officer (as Designated Safeguarding Lead) will:</p> <ul style="list-style-type: none"> ▪ ensure the implementation of this and all related policies; ▪ ensure that students understand what constitutes child abuse and how to identify it (see Appendix C); ▪ ensure that staff and host carers understand what constitutes child abuse, how to identify it and how to report it (see Appendix C); ▪ ensure staff and host carers are aware of the Policy's <i>Guidelines When Dealing with Small Groups or Individual Students</i>; ▪ ensure all staff are aware of and comply with the Staff Code of Conduct (appendix E) ▪ ensure students and staff are aware of the rules and arrangements for under 18s (appendix F) ▪ ensure everyone connected with the school is aware of this policy; ▪ undertake advanced level training in safeguarding and child protection; ▪ ensure that school personnel understand their duty to not promise absolute confidentiality to a student at any time when a disclosure has been made to them, and to report any concerns; ▪ ensure that visiting professionals or outside agencies understand their duty to not promise absolute confidentiality to a student at any time when a disclosure has been made to them, and to report any concerns; ▪ investigate and deal with all cases of suspected or actual problems associated with child protection; ▪ keep up to date will all new guidance on safeguarding children; ▪ keep all school personnel up to date with any changes to procedures; ▪ maintain accurate, secure and up-to-date records of cases or concerns; ▪ organise appropriate training for school personnel, including host carers, Deputy Designated Safeguarding Lead and Directors; as outlined in the section of this policy named 'Training and Awareness Raising'; ▪ complete and regularly update a Welfare Risk Assessment which outlines procedures in place to minimise risk to under 18s in a mixed age environment and additional welfare provision in place for all students – this should be conducted for both the school and any residential accommodation; ▪ with the Principal, consult the Student Forum for feedback on this policy; ▪ survey the students annually on the policy; ▪ work closely with the Principal and work closely with the Safeguarding Committee on child protection; ▪ annually review the policy with the Principal and Director of College Services <p>Every year the Designated Safeguarding Lead will ask the views of all students by issuing a questionnaire as part of regular feedback and asking:</p>



	<ul style="list-style-type: none"> ▪ Do they feel safe in school? Why? ▪ Do they feel safe in their accommodation? Why? ▪ What does 'Safeguarding' mean? ▪ Are they aware of basic safeguarding procedures in school? ▪ Are students aware of how to keep themselves safe? ▪ Do they know who to go to if they are concerned about their own safety or that of others? ▪ Are they aware of 'e-safety' and how to keep themselves safe when using the internet? ▪ Do they know how to keep themselves safe outside school??
Role of the Deputy Designated Safeguarding Lead (Directors of Studies)	<p>The Deputy Designated Safeguarding Lead will:</p> <ul style="list-style-type: none"> ▪ be nominated by the Principal and Designated Safeguarding Lead and ensure that he or she is aware of his/her responsibilities; ▪ undertake appropriate training in safeguarding and child protection; ▪ keep up-to-date with all new guidance on safeguarding children; ▪ work closely with the Safeguarding Committee on child protection;
Role of the Director of College Services	<p>The Director of College Services will:</p> <ul style="list-style-type: none"> • regularly visit the school's Principal, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead to ensure the policy is implemented effectively • report back to the Board of Directors
Role of the Safeguarding Committee	<p>The College Safeguarding Committee will include:</p> <ul style="list-style-type: none"> ▪ Principal ▪ Vice Principal ▪ Welfare Officer (as Designated Safeguarding Lead) ▪ Directors of Studies (as Deputy Designated Safeguarding Lead) ▪ Accommodation Manager(s) ▪ Residential Accommodation Wardens <p>And will meet every term to review:</p> <ul style="list-style-type: none"> ▪ Safeguarding provision ▪ All elements of this policy and related safeguarding and child protection policies ▪ Scheduled training and awareness raising sessions and their content ▪ Individual students and any causing concern ▪ Any cases in progress ▪ Projects and school run initiatives to promote safeguarding <p>The Kings Education Group Safeguarding Committee will include:</p> <ul style="list-style-type: none"> ▪ Director of College Services ▪ Principals ▪ Welfare Officers <p>And will meet periodically to review:</p> <ul style="list-style-type: none"> ▪ Safeguarding provision in all colleges ▪ All elements of this policy and related safeguarding and child protection policies ▪ Scheduled training and awareness raising sessions and their content in all colleges ▪ Group-wide projects and initiatives to promote safeguarding
Role of Accommodation Staff	<p>The Accommodation department will:</p> <ul style="list-style-type: none"> ▪ Work closely with the Designated Safeguarding Lead; ▪ Ensure that DBS checks are carried out for any host carers as follows: <ul style="list-style-type: none"> ○ Those hosting students under 16 years old – Enhanced DBS check carried out for every member of the household over 16 years old ○ Those hosting students aged 16/17 years old – Enhanced DBS check carried out for the main host, including 'household' check



	<ul style="list-style-type: none"> ▪ Ensure that host carers are made aware of and comply with this Safeguarding Policy and all related policies; ▪ Ensure host carers are aware of their responsibilities to students as set out in the Homestay Handbook, through induction, regular re-visits and communication and training; ▪ Ensure carers hosting students under 18 receive basic safeguarding training as per the requirements for school staff; ▪ Ensure Private Fostering Arrangements are in place for student under 16 years old, in Homestay accommodation for 27 nights or longer; ▪ Liaise with the Local Authority regarding Private Fostering Arrangements and respond to any recommendations made;
Role of School Personnel, Volunteers and Host Carers (of under 18s)	<p>School personnel, volunteers and Host Carers (for students under 18) will :</p> <ul style="list-style-type: none"> ▪ be made aware of this policy and all other safeguarding policies and procedures during induction, the staff/homestay handbook and training; ▪ be aware of the names of the Designated Safeguarding Leads; ▪ be trained in identifying signs of harm and abuse; ▪ be aware of the <i>Guidelines When Dealing with Small Groups of Individual Students</i> (above); • undertake training on responding to a student; ▪ know how to report any suspected case of harm or abuse; ▪ respond immediately to any student; ▪ know what to do if a student makes a disclosure; ▪ receive support and counselling if they feel distressed from being involved with a case or incident; ▪ be kept up to date with changes in procedures; ▪ be prepared to attend a Strategy Meeting; ▪ be prepared to attend a Child Protection Case Conference;
Role of Students	<p>Students must be made aware:</p> <ul style="list-style-type: none"> ▪ of basic safeguarding procedures in school such as visitors signing in and wearing visitor badges; ▪ of how to keep themselves safe; ▪ of what child abuse means and that it is wrong; ▪ of the personnel that exist in school to which they can report concerns <p>Students will be surveyed on Safeguarding as part of a regular student feedback system in school.</p>
Role of Parents	<p>Parents/Guardians/Parents representatives are:</p> <ul style="list-style-type: none"> • asked to work with the school to establish good home-school relationships; • aware that we have a responsibility for the welfare of all our students; • aware that we have a duty to involve Social Services if we have any concerns about a child; • aware they will be informed of our actions <p>Annually we will ask parents if:</p> <ul style="list-style-type: none"> ▪ they know who talk to if they have any concerns; ▪ they feel their views are listened to and acted upon
Maintaining a Safe Level of Child Protection	<ul style="list-style-type: none"> • The Designated Safeguarding Lead is fully trained and aware of all issues relating to the allegations of child abuse. • Training is provided for all staff at the start of the academic year and updated for new staff during the year. All NQT's will receive an Induction Session as part of their NQT Training Programme. • The Designated Safeguarding Lead maintains the child protection register and the Directors of Studies are informed of all matters relating to students in their year/course groups. • Where there is the need to monitor a student more closely, a student will be placed on the school's Cause for Concern Register. • Supervision is made available to those staff that are involved in the management of allegations of child abuse.



<p>Training and Awareness Raising</p>	<p>Training will be organised by the school and will take place for school personnel, volunteer helpers, homestay carers and the board of directors:</p> <ul style="list-style-type: none"> ▪ on induction to the school ▪ during NQT induction ▪ throughout the academic year <p>All school personnel must undertake appropriate Child Protection training at least every two years including:</p> <ul style="list-style-type: none"> ▪ child protection awareness ▪ restraint training ▪ recognising signs of abuse ▪ handling disclosures <p>Every 2 years safeguarding leads – Principal, Directors of Studies, Welfare Officer, Accommodation Managers, Residential Accommodation Wardens – will:</p> <ul style="list-style-type: none"> ▪ Attend a full advanced safeguarding/child protection course; or ▪ Attend a refresher safeguarding/child protection course <p>Organised by an appropriate and recognised body – ideally the Local Safeguarding Children’s Board or recommended by them</p> <p>All staff will receive appendix B and C to this policy, along with Keeping Children Safe in Education: for school and college staff (part 1) on induction and at subsequent training sessions.</p> <p>Every year the Welfare Officer will organise awareness raising sessions on safeguarding and child protection for all school personnel including:</p> <ul style="list-style-type: none"> ▪ All aspects of this policy ▪ Updates to legislation and key guidance ▪ Keeping Children Safe in Education ▪ Working Together to Safeguard Children ▪ Recognising and reporting/dealing with: <ul style="list-style-type: none"> ➢ child sexual exploitation (CSE) ➢ bullying including cyberbullying ➢ domestic violence ➢ drugs ➢ fabricated or induced illness ➢ faith abuse ➢ female genital mutilation (FGM) ➢ forced marriage ➢ gangs and youth violence ➢ gender-based violence/violence against women and girls (VAWG) ➢ mental health ➢ preventing radicalisation ➢ sexting ➢ teenage relationship abuse ➢ trafficking
<p>Disclosures and Barring Service Checks (including Barred List checking)</p>	<p>All staff are DBS checked at the school at which they work. Their DBS check is considered valid at all Kings schools, both in the UK and the USA. Therefore staff providing training, attending training, giving lectures or visiting any other of the Kings schools for any other purpose will not need a further check.</p> <p>Marketing and recruitment staff are ID and DBS checked at their ‘host’ school and are able to visit and work at all other Kings schools without a further check being required.</p> <p>Staff working in the Central Marketing Unit who visit schools and have contact with students are required to undergo ID and DBS checks at one of the schools and these checks will be accepted by all Kings schools.</p>



	<p>Enhanced disclosures will be applied to all Kings staff and confirmation of enhanced DBS check status will be obtained for staff contracted by Kings, such as transport or catering support services.</p> <p>DBS disclosures will not be applied to the following as they will have very little, if any, contact with students without the supervision of DBS-checked staff, or as they will access the school premises outside school hours:</p> <ul style="list-style-type: none"> • Evening Cleaning Staff • Evening Maintenance Staff
<p>Reporting Procedures for suspected cases of abuse</p>	<ul style="list-style-type: none"> • If there are reasons to suspect that a student has been abused or neglected the member of staff must report it to the Designated Safeguarding Lead. In his or her absence the report should be made to the Deputy Designated Safeguarding Lead. If neither of these members of staff are available then any concern should be reported to the Principal; • If the allegation is against a member of staff, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead should follow guidelines written in the <i>Kings Dealing with Allegations Against School Personnel policy</i> • At this point nothing should be written down – staff should only make a written account of their concerns on the advice of the Designated Safeguarding Lead. • The Designated Safeguarding Lead will in the first instance discuss the concern with the Principal. If the Designated Safeguarding Lead in discussion with the Principal are in any doubt as to whether their concerns provide sufficient grounds for a child protection investigation they must consult with the Duty Team Leader at the relevant Social Services. • The Designated Safeguarding Lead should only inform the parents / carers of the student of any concerns once Social Services has been consulted and their advice sought. • If the student discloses sexual abuse or sexual abuse is suspected the student must not be questioned and the parents must not be informed until Social Services and the Police Child Protection Team has been informed and advice given. • Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss the allegation with the student, family members or colleagues. • The Designated Safeguarding Lead must keep a written record of all contact with other agencies. • All paperwork relating to child abuse must be kept in a locked cabinet.
<p>Student Confidentiality</p>	<p>Students may from time to time, wish to share information with staff which they feel is confidential. Though it is important that trust be established between staff and students, staff can only offer limited and not absolute confidentiality at this school as the safety, well-being and protection of our students are the main consideration in all decisions school personnel make.</p> <p>School personnel must make it clear when in discussion with students or parents/carers that there are limits to confidentiality that can be offered, so that they can make informed decisions about the most appropriate person/s to talk to about the personal matters that have been disclosed.</p>
<p>Dealing with Disclosure</p>	<p>Teachers, host carers and school staff whom the student sees every day may be selected by an abused child as the person to whom they will make their disclosure.</p> <p>If a pupil makes a disclosure then the member of the school personnel must:</p> <ul style="list-style-type: none"> ▪ listen to the pupil; ▪ remain calm; ▪ offer reassurance; ▪ not ask the pupil to remove or adjust clothing if bruises are observed; ▪ not ask leading questions; ▪ let the pupil speak freely; ▪ accept what has been told them without challenge;



	<ul style="list-style-type: none"> ▪ not offer opinion or criticize or lay blame; ▪ reassure the pupil at the end of the disclosure telling them that they have done the right thing; ▪ not promise confidentiality but inform them that other people need to be told; ▪ record accurately and factually what the child has said in note form; ▪ record observed injuries or bruises; ▪ submit a completed critical incident sheet to the Designated Safeguarding Lead who will seek advice from the Local Authority Designated Officer; <p>If a member of the school personnel suspects that a child may be a victim of abuse then they must:</p> <ul style="list-style-type: none"> ▪ record accurately and factually what they have seen in note form; ▪ submit a completed Disclosure / Incident / Child Protection Concerns Notification Form (appendix D) to the designated person; <p>The Designated Safeguarding Lead will then:</p> <ul style="list-style-type: none"> ▪ further investigate and keep records of this investigation; ▪ decide whether to take this referral further or to monitor the situation; ▪ inform the person making the initial referral of his/her decision; ▪ prepare in readiness for a case conference/core group meeting the following information on the child: <ul style="list-style-type: none"> ○ attendance and punctuality data ○ academic achievement ○ child's behaviour and attitude ○ relationships and social skills ○ appearance and presentation ○ any known incidents in or outside school ○ school contact with parents/carers <p>If a parent makes a disclosure to school then the Designated Safeguarding Lead:</p> <ul style="list-style-type: none"> ▪ should speak with the parent taking down all details; ▪ will assure the parent that the school will take the matter seriously; ▪ that he/she will have to take advice from the Local Authority Designated Officer about the disclosure; ▪ will get back to the parent when a decision has been taken and how to proceed. 		
Recording Information	<p>School personnel and volunteer helpers are asked to record any concern or incident in the following way:</p> <table border="1" data-bbox="419 1525 1436 1671"> <tr> <td data-bbox="419 1525 895 1671"> <ul style="list-style-type: none"> ▪ Date ▪ Time ▪ Place ▪ Nature of the concern </td> <td data-bbox="895 1525 1436 1671"> <ul style="list-style-type: none"> ▪ All facts ▪ Observed injuries and bruises ▪ Note the actual words of the child ▪ Sign the notes and hand to the Designated Safeguarding Lead </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Date ▪ Time ▪ Place ▪ Nature of the concern 	<ul style="list-style-type: none"> ▪ All facts ▪ Observed injuries and bruises ▪ Note the actual words of the child ▪ Sign the notes and hand to the Designated Safeguarding Lead
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Monitoring Students on the Child Protection Register, At Risk Register or who are the subject of investigation	<p>Monitoring Students:</p> <ul style="list-style-type: none"> ▪ All students who are on the Child Protection Register will have Core Group meetings and Case conferences organised by Social Services. The Designated Safeguarding Lead and any other relevant staff will attend these on behalf of the school. Students are aware that these meetings take place and that the school will be presenting a report at the meetings. The Designated Safeguarding Lead, Director of Studies, and the assigned Social Worker or equivalent monitors students on the Child Protection Register. ▪ The Designated Safeguarding Lead, Directors of Studies and assigned Social Worker also monitor students who are on the Cause for Concern register. 		



Case Conferences and Core Group Meetings	<p>The Designated Safeguarding Lead will attend:</p> <ul style="list-style-type: none"> • all Child Protection Case Conferences with the appropriate member of staff; • all Core Group meetings once a child has been placed on the Child Protection Register
Definitions of Child Abuse	<p>Criteria for Registration and Categories of Abuse</p> <p>All students and children have certain basic needs, which include:</p> <ul style="list-style-type: none"> • Physical care and protection • Affection and approval • Stimulation and approval • Discipline and control that is consistent and appropriate to age • The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that is age-appropriate. <p>Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under the guidelines given in Appendix C.</p>
Guidelines when dealing with small groups or individual students	<p>Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation.</p> <ul style="list-style-type: none"> • Whenever possible try not to be alone in a room with a student, regardless of gender. If you are on your own with a student, leave the door open and inform a colleague if possible. Always keep a safe distance between you and the student. • Do not engage in conversations about your personal life with students. • Keep boundaries very clear between you and students, particularly if the conversation involves relationships, emotions, and sexual content. • Do not exchange mobile phone numbers with students. If possible do not have your mobile phone out when dealing with an individual student. • Do not accept students as 'friends' on social networking sites such as Facebook. • If a student wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a student about their personal life unless they approach you. Avoid giving advice to students about their relationships. • Do not teach small groups of students/ individuals outside of normal lessons unless there is another member of staff in the department at that time. • Be aware of students forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings. • Be aware of conversations that you have with students and the need to avoid sexual innuendo at all times. Older students are particularly conscious of staff making sexual and this can place you in a very vulnerable position. • Please discuss with the Designated Safeguarding Lead if at any time you are concerned about a situation and wish to seek advice.
Student Consultation	<p>We wish to consult our students and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.</p> <p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> • A Student Forum/ Council (which will meet regularly and also be consulted by the Principal)



	<ul style="list-style-type: none"> • An appointment system and means of contact with the Principal and key staff members • Operating an 'open door' policy in school whenever possible • Student Questionnaires (on a variety of matters relating to the school and/or social issues) • Open Class discussion (on a variety of matters relating to the school and/or social issues) • Suggestion Box (allowing anonymity if desired) <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p>
Associated Policies and Publications	<p>This policy has been written with reference to and in accordance with the following policies:</p> <ul style="list-style-type: none"> • Kings School Security Policy • Kings Anti-Bullying Policy • Kings Safer Recruitment Policy • Kings Dealing with Allegations Against School Personnel Policy • Kings Preventing Extremism and Radicalisation Policy • Kings SMSC Policy • Kings PSHE Policy • <p>This policy has been written with reference to and in accordance with the following policies and publications:</p> <ul style="list-style-type: none"> • Kings Student Handbook • Kings Staff Handbook • Kings HR Manual • The published Aims and Ethos of the School • Kings Our Values, Culture and Organisation 2012-2015
Monitoring the Effectiveness of the Policy	<p>Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Directors.</p>

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Pupils	School Personnel	Parents/ carers	Directors	School Visitors	Wider School Community			
		✓	✓			✓				
Question	Protected Characteristics							Conclusion		
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'	
YES									Yes	No
NO	✓	✓	✓	✓	✓	✓	✓	✓		✓
UNSURE										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'	
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes	No
NO										✓
UNSURE										
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.									

Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)
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This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

Date of Last Review:	XX/XX/XXXX			
Date of Next Review:	XX/XX/XXXX			
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO			
All students have been advised (in a workshop, lesson, meeting or similar) of what defines child abuse and who and how to report a concern in school.	YES/NO			
All staff have been advised (in a workshop, lesson, meeting or similar) of what defines child abuse and who and how to report a concern in school and of the school's <i>Guidelines when dealing with small groups or individual students</i>.	YES/NO			
All host carers accommodating students under 18 have been advised (in a workshop, meeting or similar) of what defines child abuse and who and how to report a concern in school and of the school's <i>Guidelines when dealing with small groups or individual students</i>.	YES/NO			
A confidential <i>Cause for Concern</i> Register is managed for the school by the Designated Safeguarding Lead.	YES/NO			
It is understood that the advice of the Duty Team Leader at Social Services should be sought by the Designated Safeguarding Lead should a cause for concern be established.	YES/NO			
It is understood that the Designated Safeguarding Lead may have to attend a Case Conference if necessary should a student be placed on the <i>Child Protection Register</i>.	YES/NO			
Students, host parents, parents' representatives and parents are aware of relevant information regarding the latest policy through the Student Handbook and the online policies respectively.	YES/NO			
Reporting incidents to the ISA				
The School agrees to report any incident to the ISA (Independent Safeguarding Authority) within one month of its occurrence.	YES/NO			
Number of incidents				
In the last 12 months, the number of incidents have been reported to the ISA is:	X			
Student consultation on the policy will take place in	XX/XX/XXXX			
The Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and Principal have received the necessary Child Protection Level 3 Training	YES/NO			
Title	Name	Date of last training	Date of next training	Level
DESIGNATED SAFEGUARDING LEAD				
DEPUTY DESIGNATED SAFEGUARDING LEAD				
DEPUTY DESIGNATED SAFEGUARDING LEAD				



Monitoring the Effectiveness of the Policy with Students	
An annual survey of the students by the Child Protection Officer on their feelings on safeguarding and safety in the school is conducted annually.	
Date of last Survey:	XX/XX/XXXX
Results evaluated by:	NAME, JOB TITLE.
I confirm that the Policy conforms with the latest versions of any regulations and guidelines referenced in the Policy document.	YES/NO
I confirm that students, host carers, parents' representatives and parents are aware of relevant information regarding the latest policy through the Student Handbook, the online policies and the any in-school training respectively.	YES/NO
I confirm that annual student consultation on the policy has taken place on (date).	XX/XX/XXXX
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	
Monitoring the Effectiveness of the Policy	
The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.	
Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...	

Coordinator:		Date:	
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Principal:		Date:	
Chair of Board of Directors:	<i>Nigel...</i>	Date:	01/01/2015
Name of School:			
Next Review Date:			

Appendix B: List of Appointed Safeguarding Staff

Kings Bournemouth

	Title	Name	Role
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1	DESIGNATED SAFEGUARDING LEAD	Lexi Dyer	Welfare Officer
2	DEPUTY DESIGNATED SAFEGUARDING LEADS	Alex Clark Melanie Rumble	Directors of Studies

Kings London

	Title	Name	Role
1	DESIGNATED SAFEGUARDING LEAD	Margarita Leonard	Welfare Officer
2	DEPUTY DESIGNATED SAFEGUARDING LEADS	Mark Poolton Dimitra Wright	Directors of Studies

Kings Oxford

	Title	Name	Role
1	DESIGNATED SAFEGUARDING LEAD	Gerda Lysley	Welfare Officer
2	DEPUTY DESIGNATED SAFEGUARDING LEADS	Ian Tervit Jeanette Lindsay-Clarke Helen Styles	Vice Principal Director of Studies Welfare Officer

Appendix C: Notice to staff – Definitions of Abuse, Dealing Individual and Small Groups of Students and Procedure for Dealing with a Disclosure

Definitions of Abuse

Before a student is placed on the Child Protection Register a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

Below is a detailed definition of types of abuse and the categories used for the register. They are intended to provide definitions as a guide; in some instances more than one category of registration may be appropriate.

NEGLECT

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair
- Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors:

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken:

If a teacher has concerns about the well-being of a child in his / her class, a discussion should take place with the Designated Safeguarding Lead, records should be kept, and when appropriate Social Services staff are informed by the Designated Safeguarding Lead.

PHYSICAL ABUSE (Non-Accidental Injury)

Physical injury to a child including, deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Location of injury:

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

Common Medical / Physical Factors Associated with Physical Abuse:

a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent bites can be inflicted almost anywhere on the body.
- Bites are never accidental

c) Burns and Scalds

Children will sometimes suffer minor burns through hot irons etc, but it is uncommon for multiple burns to be caused accidentally

- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors:

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parents.

Action to be taken:

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, the Designated Safeguarding Lead should be informed, and detailed records kept (including dates injuries noted). The Designated Safeguarding Lead will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

SEXUAL ABUSE

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

What is sexual abuse?

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental.

Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about Stranger Danger should only form part of the child protection programme.

Signs to look out for:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance

Action to be taken

If any teacher has concerns that a student in her / his class may be suffering from sexual abuse in any form, they must discuss this with the Designated Safeguarding Lead, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the student, putting her / him at even greater risk.

Detailed records should be kept, including dates and circumstances surrounding discussions.

EMOTIONAL ABUSE

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment. This category should be used only where it is the sole form of abuse.



Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts.

This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusory state or paranoid beliefs
- a student who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors:

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the Designated Safeguarding Lead, detailed records should be kept, and when appropriate, Social Services staff informed by the Designated Safeguarding Lead.

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.



Signs to look out for:

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs

Action to be taken

If staff have a concern they should activate local safeguarding procedures, and existing national and local protocols for multi-agency liaison with police and children's social care should be followed.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and



groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse

Signs to look out for:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Associated Factors:

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non consensual sex is rape whatever the age of the victim; and
- if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

If a teacher is concerned that a pupil in her / his class is being engaged in CSE, it should be reported to the Designated Safeguarding Lead, detailed records should be kept, and when appropriate, Social Services staff informed by the Designated Safeguarding Lead.

Dealing with Individuals or Small Groups of Students

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation.

- Whenever possible try not to be alone in a room with a student, regardless of gender. If you are on your own with a student, leave the door open and inform a colleague if possible. Always keep a safe distance between you and the student.
- Do not engage in conversations about your personal life with students.
- Keep boundaries very clear between you and students, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. If possible, do not have your mobile phone out when dealing with an individual student.
- Do not accept students as 'friends' on social networking sites such as Facebook
- If a student wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a student about their personal life unless they approach you. Avoid giving advice to students about their relationships.
- Do not teach small groups of students/ individuals outside of normal lessons unless there is another member of staff in the department at that time.
- Be aware of students forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with students and the need to avoid sexual innuendo at all times. Older students are particularly conscious of staff making sexual and this can place you in a very vulnerable position.
- Please discuss with the Designated Safeguarding Lead or Child Protection Officer if at any time you are concerned about a situation and wish to seek advice.

Dealing with a Disclosure

Procedures adopted	If a disclosure is made to you by a student then:
	<ul style="list-style-type: none"> • Remain calm • Take what the student says seriously



	<ul style="list-style-type: none"> • Reassure the student that they were right to tell you
	<ul style="list-style-type: none"> • Keep questions to a minimum
	<ul style="list-style-type: none"> • Let the student talk
	<ul style="list-style-type: none"> • Do not promise confidentiality
	<ul style="list-style-type: none"> • Do not investigate
	<ul style="list-style-type: none"> • Do not ask leading questions
	<ul style="list-style-type: none"> • Do ask the student to repeat the disclosure
	<ul style="list-style-type: none"> • Make a note of the information given by the student. Your notes should include: <ul style="list-style-type: none"> ▪ the student's name, age and date of birth ▪ the student's home contact details ▪ date and time of the disclosure ▪ use the student's words to report what the student told you ▪ description of any visible bruising or injuries ▪ any changes in behaviour ▪ details of any witnesses ▪ any contact with parents ▪ date and sign your report
	<ul style="list-style-type: none"> • Inform the student that you need to pass on the information
	<ul style="list-style-type: none"> • Inform the Designated Teacher (Principal) or Deputy Designated Safeguarding Lead (Director of Studies)
	<p>The Designated Safeguarding Lead will decide, in coordination with the Child Protection Officer, a suitable course of action which may include:</p>
	<ul style="list-style-type: none"> • Contact Social Services
	<ul style="list-style-type: none"> • Submit a multi-agency referral form
	<ul style="list-style-type: none"> • Social Services will inform him/her of what action will be taken
<ul style="list-style-type: none"> • If the matter is to be investigated, you will be informed if further information is needed from you and of your further involvement with the case 	
<p>Information to be provided to school personnel</p>	<ul style="list-style-type: none"> • Safeguarding & Child Protection policy
	<ul style="list-style-type: none"> • School Security policy
	<ul style="list-style-type: none"> • Safeguarding procedures

Appendix D: Disclosure / Incident / Child Protection Concerns Notification Form

CONFIDENTIAL



Date of incident:		Name and role of person completing form:	
Name of child:		Name and role of person child disclosed to/ reporting C.P. incident/ concerns	
<p>Details of disclosure by child / incident / child protection concerns: <i>This should include only factual information, using the words of the student(s) where possible, including dates and times, any named people involved, details of perceived injuries or bruises (however staff should not ask students to remove or alter clothing to view injuries or bruises), with as much detail as possible (continue on an additional sheet if required).</i></p>			
<p>Action taken by person(s) above:</p>			
Signed:		Date:	
Remainder of form to be completed by Designated Safeguarding Lead/ Deputy			
Date of notification to Designated Safeguarding Lead / deputy:		Name of Designated Safeguarding Lead / deputy:	



Detail of decision / action by Designated Safeguarding Lead / deputy:	
Reason(s) for this decision or action by Designated Safeguarding Lead / deputy:	
Notes of feedback between Designated Safeguarding Lead / deputy and the person who raised this child protection concern, including date of feedback:	
Have Local Authority been notified? (LADO, Children's Services, Social Services, LSCB etc) Name and contact number:	
Feedback from Local Authority and action taken/ to be taken:	
Have any other services been informed/ involved? (i.e. Police, Healthcare, Private Fostering Team, counselling service etc)	



Give details:		
Tick to confirm added to Child Protection Register:		
Date for review:		Name of person(s) to review:
Notes of review (if necessary continue on a separate page and attach):		

Appendix E:

Kings Staff Code of Conduct



In addition to standards required by Common Law, Kings Colleges expects standards of conduct from employees which safeguard students and creates and maintains an ethos of mutual respect, openness and fairness that reflect the stated 'Aims of the College'. (see also Kings HR Policy Manual)

In order to maintain and promote a positive working culture and the aims of Kings Colleges, employees are expected to:

- work together to create a school culture that is based on mutual and appropriate respect;
- create and maintain a good and open relationship with students' parents and their representatives;
- create a positive classroom environment where all children are respected and valued;
- take care of their physical and mental well-being by maintaining a healthy work-life balance;
- treat resources responsibly and if possible reduce, re-use and recycle.

Staff/Student Contact

As a general rule, staff should avoid unnecessary contact with students outside school.

- They should not give students their home address, mobile or home phone number, or non-school e-mail address without good cause. Thank you letters to students should not contain these personal details
- They should not follow students or be followed by students on social media, except via Kings own social media forums
- They should not make arrangements to meet students, individually or in groups, outside school other than on school trips authorised by the Principal
- They should not give a student a lift in their own vehicle unless they have permission from the Principal
- They are advised not to attend private student parties or social events
- If a staff member finds they are in a social situation where students are present, whether school-run or otherwise, they should ensure their behaviour will not reflect poorly on theirs or the college's reputation
- When chaperoning school run activities or excursions, staff should not consume alcohol
- Under no circumstances should staff engage in romantic or sexual relationships with students

Dealing with Small Groups or Individual Students

- Whenever possible staff should try not to be alone in a room with a student, regardless of gender. If they are on their own with a student, they should leave the door open and inform a colleague if possible. Staff should always keep a safe distance between them and the student
- They should not engage in conversations about their personal life with students
- They should keep boundaries very clear between themselves and students, particularly if the conversation involves relationships, emotions, and sexual content
- If a student wishes to disclose personal information, they should ensure that the student understands that they cannot guarantee confidentiality. They should not probe a student about their personal life and should avoid giving advice to students about their relationships.
- They should not teach small groups of students/ individuals outside of normal lessons unless there is another member of staff in the department at that time.
- Staff should be aware of students forming attachments to them as a teacher and keep their distance if they appear particularly needy of their attention. It is imperative that they do not appear to be encouraging a relationship, as this can often lead to misunderstandings
- Staff can discuss with the Designated Safeguarding Lead or Child Protection Officer any concerns or questions

Language

- Staff should not swear, blaspheme or use any sort of offensive language in front of students

- They should not use language which is discriminatory and demeaning in relation to gender, religion, ethnicity, sexual orientation, disability or age
- Staff should not make sexual innuendos or any comments of a sexual nature (other than in the context of the curriculum as specified in Schemes of Learning)

Physical Contact

In nearly all cases physical contact between students and staff is inappropriate. The only possible circumstances where physical contact may occur are outlined below:

- Positive Student Restraint (see also Kings Behaviour and Discipline Policy)
- Action taken in self-defence or in an emergency (as above)
- Contact in other situations:
 - Some physical contact may be necessary to demonstrate exercises or techniques during PE, drama or sports coaching
 - Touching may also be appropriate where a student is in distress and needs comforting or if a member of staff has to give first aid. Staff should use their own professional judgement when they feel a student needs this kind of support and should be aware of any special circumstances relating to the student. Particular care must be taken in instances which involve the same student over a period of time

If staff still feel it proper or necessary for physical contact to occur, then the following guidelines must be observed.

- Explain the intended action to the student;
- Do not proceed with the action if the student appears to be apprehensive or reluctant, or if you have other concerns about the student's likely reaction
- Ensure that other students or colleagues are present

Gifts

- Staff should not give gifts to individual students; small gifts such as confectionary to a whole group or as part of an organised classroom activity are acceptable
- Students may want to give staff gifts on special occasions or as a leaving gift, which is acceptable; however, staff should be wary of students forming inappropriate attachments to them and giving regular or very valuable gifts – where this occurs staff should inform their line manager



ALL under 18	Kings Colleges run courses for both junior and adult students, year round. Therefore, your child will study in an environment where both adult and junior students share facilities.
Under 16	Students under 16 years old will study in classes with students under the age of 18, but not with adult students.
16 and 17	Students aged 16 or 17 years old are likely to study in classes with adult students.

Homestay Accommodation

Under 16	It is Kings policy to place students under 16 and staying for 27 nights or longer, in a homestay under a Private Fostering Agreement, in order to ensure the highest level of support is available to them. The main host and all members of their household are required to undergo a criminal record check (called an Enhanced Disclosures and Barring Service check) to ensure their suitability to care for younger students. Private Foster carers are also required to liaise with Social Services (part of the local government authority) regarding care for under 16s. It is not Kings policy to place students under the age of 16, with students over the age of 18.
16 and 17	In homestay accommodation for students aged 16 or 17 the main host and all members of their household are required to undergo a criminal record check (called an Enhanced Disclosures and Barring Service check) to ensure their suitability to care for younger students. It is not Kings policy to place students under the age of 18 with students over the age of 18.

Residential Accommodation

Under 16	Only available on short courses as part of a group.
16 and 17	Students aged 16 or 17 are permitted to stay in either a homestay or one of our student residences, we have specific residences that cater for under 18s – please see our accommodation section for more details. All staff working in our student residences are required to undergo a criminal record check (called an Enhanced Disclosures and Barring Service check) to ensure their suitability to care for younger students. In residential accommodation students under 18 and over 18 live in different areas; male and female students aged under 18 are also not housed in the same area, to allow staff to better monitor and supervise students and ensure their safety.

Private Accommodation

ALL under 18	Students under 18 are not permitted to live in private accommodation, unless staying with a close relative or with permission from the Principal and parents or guardians
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Supervision

Under 16	During the day at college, your child will be supervised during lessons and all college activities and events. Your child must attend college every day while lessons are in progress; they are permitted to leave for lunch, but must sign in and out of college at all other times, so a member of staff is aware of their whereabouts. Your child will not be supervised while travelling between the college and their accommodation. Your child will not be supervised during their free time (e.g. after finishing lessons and returning to their accommodation for dinner). Your child may be unsupervised, at times, during the day at weekends. If your child does not attend college, does not arrive home for dinner in the evening or is absent without contacting the college or their host carer, all necessary steps will be taken to locate them (including Police where necessary). Your child will be supervised overnight by their host carer or another appointed and vetted adult. For students under the age of 16 wishing to travel outside the local area (of their college and accommodation), the college require parental permission (provided by the guardian or parent and sent directly to the college).
16 and 17	Students aged 16 and 17 years old are expected to be able to live and travel independently while studying with Kings (see section on consent below). Therefore, students of this age are permitted more freedom. They will not be supervised outside of lesson times, during their free time or at weekends. Student of this age are permitted to travel outside the local area (of their college and accommodation), however, they should inform the college and their host carer or residence warden before doing this and must seek permission from the college and their parent or guardian if they wish to stay away overnight or travel outside the UK.
ALL under 18	The college social programme is not compulsory for any students (except for some Kings Summer courses – please see Kings Summer website for details). Activities are supervised by trained members of staff in adequate ratios to ensure sufficient supervision for the number and ages of students attending. However, students are sometimes required to arrange their own travel between their accommodation and the location of the social event, therefore it is recommended that students under 18 travel to and from social events and activities with friends or in a taxi, especially in the evenings. Students under 18 years old are not permitted to drink alcohol or attend bars, pubs or nightclubs (this is the Law in England)

Curfews



Under 16	Students under 16 years old MUST be home by 21.30 every evening unless they are attending a Kings run activity in which case they must be home at 22.30
16 and 17	Students aged 16 or 17 MUST be home by 22.30 every evening unless they are attending a Kings run activity in which case they must be home at 23.30

Overnight stays

ALL under 18	Students are not permitted to stay overnight in another student's accommodation or at unknown accommodation and are not permitted to receive overnight guests at their own accommodation (unless permission is sought and the college satisfied that it is an appropriate and safe arrangement).
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Medicines and Medical Care

ALL under 18	Parents MUST inform the college of any medical conditions or medications their child is taking. All students under 18 years old meet with the college Welfare Officer very soon after starting their course, who will help them with any medical requirements and help them to register with a local doctor. Students bringing medication with them from their own country MUST make sure it is labelled in English (including name of medication and details of dosage). Please note: where the college are required to assist a student with the taking of medication a Parental Agreement form will be required, along with agreement from the Principal that staff are able to be adequately trained to do so effectively and safely.
Under 16	Students under 16 will be assisted with the taking of medication where necessary, including safe storage of the medication if needed.
16 and 17	Students aged 16 or 17 years old are expected to be mature and responsible enough to carry and administer their own medication, however if assistance is needed with this, please inform us.

Airport Transfers

ALL under 18	It is Kings policy that students under 18 book a return airport taxi transfer through the college, unless they are travelling with a named adult family member, guardian or close family friend.
Under 16	Students under 16 are required to have an adult present to greet them on arrival and again to accompany them to the check-in desk on departure; Kings will arrange for this service unless the student is travelling with a named adult family member, guardian or close family friend.
16 and 17	If a student aged 16/17 has a Letter of Consent to Travel, signed by their parent(s), a taxi transfer is not required.

Parental Consent:

By making a booking with Kings it is expected that you agree to our terms and conditions and the level of care specified above

Under 16	For students under 16 a higher level of care and supervision is offered and a UK based Guardian required along with the additional measures specified above.
16 and 17	For students aged 16 and 17 parents are asked to sign giving permission for their child to live and travel independently whilst studying at Kings – this means they are not required to have in place a UK based guardian and are permitted more independence than our under 16s (as detailed above). If parents do not wish to sign this, then arrangements for a UK based guardian must be made.
ALL under 18	Parental permission is given, as part of Kings Terms and Conditions, for students to attend activities, school trips and educational visits, receive emergency medical care and over the counter medication and for a Private Fostering arrangement to be put in place, where necessary.

Please Note:

Students who do not follow the above guidelines and college rules will be subject to the Kings Behaviour and Discipline Policy.

